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ABSTRACT

The 1984-1985 annual report of the Council for National Academic Awards in England and Scotland is presented. The Council awards degrees and other academic qualifications to students who complete approved courses of study or research in polytechnics and higher education institutions other than universities in the United Kingdom. In this capacity the Council also validates and reviews courses. The work of validating committees in the following subjects is summarized: art and design, arts and humanities, the built environment, business and management, engineering, science and technology, social sciences, and teacher education. Major policy issues considered by the Council during 1984-1985 concerned: the Report of the Lindop Committee on academic validation in public sector higher education; allowance for special agreements between the Council and institutions; the development of the Council's relationship with the National Advisory Body for Local Authority Higher Education, and the issuing of a Government Green Paper on higher education. Financial statements of the Council are included, along with 19 statistical tables on courses and student enrollments and awards during 1984-1985. (SW)

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CNAA

Annual Report 1984–85

Council for National Academic Awards
344–354 Gray's Inn Road, London WC1X 8BP
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1986

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Membership of Council

The Council for National Academic Awards is a self governing body established by Royal Charter in 1964. The Council has power to award degrees and other academic qualifications to students who complete approved courses of study or research in polytechnics and higher education institutions other than universities in the UK.

The Council consists of the Chairman, the Chief Officer and 25 members appointed by the Secretaries of State for Education and Science and for Scotland, together with the chairmen of committees who are not already included and two co-opted members. Of the 25 appointees, ten are drawn from the polytechnics and colleges of higher education, seven from the universities, six from industry, commerce and the professions and two from local education authorities.

Members are appointed for a three-year term of office in the first instance, and Council meets three or four times a year.

Chairman
Sir Alastair Pilkington DA FRS

Chief Officer and Member of Council
Edwin Kerr BSc PhD DUniv FIMA FBCS

Members
Christopher Ball MA
L Keith Barratt
Maureen Beresford BA
Alan Brickwood MDes(RCA) DipAD FSIAD
Sheila Browne
R John Bull BSc(Econ) FCCA
Ken Childerhouse BSc PGCE
Peter Clarke CBE PhD LLD CChem FRSC FInstPet
Professor Donald Conway MA FBCA FIMA
John Davies MSc PhD DSc CEng FICE FIStructE
Jack Earls BSc(Eng) CEng FIEE PhD
John Furniss
Professor Norman Gowar BSc MPhil FIMA
Kenneth Green BA MA
Councillor Nicola Harrison
David Ingram MA DPhil DSc FInstP
Edwin Kerr BSc PhD DUniv FIMA FBCS
Richard Leeson MA MPhil
David Legge BSc PhD FBPsS
David Maroni
Professor Donaldson McCloy MSc PhD DSc DIC CEng FIMechE FRAeS FSIAD
Lady Karen Methven BSc
John Morris MA
William Nicol CBE BSc FCIOB FInstR
Malcolm Pearson FRSA
Norman Penfold MBE CEng FIEE
Professor Philip Reynolds
Harold Silver MA MEd PhD
Norbert Singer BSc PhD CChem FRSC
John Stoddart BA
William Turmeau BSc PhD CEng FIMechE
John Walkerdine MBE PPCOIB FBIM
Professor David Weir MA DipPSA
Richard West DPhil AcDipEd
Revd Kenneth Wilson MA MLitt PhD
Professor John Ziman FRS

Assessors appointed by the Secretary of State for Education and Science
Anthony Chamier
HMCI Edward Norris

Assessor appointed by the Secretary of State for Scotland
HMCI Alex Rankin

In attendance on behalf of the Department of Education, Northern Ireland
HMCI Norman Morrison

As at June 1985

Review of 1984–85

Introduction

The academic year 1984–85 saw the beginning of many far-reaching changes affecting the CNAA. The Council's central task, of validating and reviewing courses, reviewing institutions and issuing degrees and academic awards, continued and expanded. The number of students on CNAA taught courses rose by two and a half per cent to just over 192,000.

The major policy issues considered by the Council were:

(i) the Report of the Lindop Committee on academic validation in public sector higher education and the Council's response to the report;

(ii) the decision to invite institutions to enter into special agreements with CNAA under the Council's existing charter, and the work towards several such agreements with individual institutions;

(iii) the development of the Council's relationship with the National Advisory Body for Local Authority Higher Education (NAB), especially in connection with the Council's ability to comment on the nature and quality of courses in public sector higher education;

(iv) the issuing of a Government Green Paper in May 1985 setting out Government thinking on higher education, and CNAA's initial consideration of a response to the paper.

The Lindop Report

For the first half of the year, until April 1985, the Council was in the position of 'waiting for Lindop'. The report when it came recommended that there should be a range of different forms of validation available, including external validation of individual courses and groups of courses, accreditation of institutions and possibly of subject areas, and complete self-validation for some institutions. The report said that CNAA deserved great credit for its achievements, but contended that there were weaknesses in CNAA procedures such as an over-emphasis on course proposals rather than on the delivery and outcome of courses. Lindop also made various recommendations for improving university validation procedures and for strengthening and extending the functions of external examiners.

In its response to the report of the Lindop Committee, the Council indicated its support for the principle that each institution should be entrusted with the fullest possible responsibility for the quality of its educational programmes but emphasised that in its view this should still be within a nationally organised system of review by external peers from industry, the professions and higher education. Such a system was needed in order to maintain and enhance the standards of courses, to provide assurance of quality, to safeguard the acceptability of awards both nationally and internationally, and to service both the needs of students and employers and the needs of society.

The Council also outlined the steps which it had decided to take to streamline and improve its validation and review processes and to establish new forms of relationship with institutions. The spectrum of forms of relationship envisaged included the accreditation of institutions to approve and review their own courses and the authorisation of institutions to confer degrees and other awards in their own name. Changes to the Council's charter and statutes would be sought as necessary. Council also indicated its intention to look for ways of improving the effectiveness of the external examiner system and to initiate discussions with other validating bodies about the possibilities of greater cooperation.

Institutional agreements

In the meantime, and without prejudice to any changes which might follow from the Lindop Report, Council agreed to invite institutions to make proposals for the development of their relationship with the CNAA, within the Council's existing charter and statutes. Council also agreed that the Reviews Coordinating Sub-Committee had the authority to approve arrangements for the development of relationships with institutions, consistent with Council policy. Newcastle upon Tyne and Sheffield City Polytechnics subsequently asked Council to consider proposals for special agreements under which substantial authority would be given to the institutions for the validation and review of all their courses leading to CNAA awards. Proposals from Newcastle had in fact first been received a year previously and were a development of the existing joint validation agreement.

At its meeting on 16 July 1985 Council had an extended discussion on general points concerning the proposed Newcastle and Sheffield special agreements. Council agreed that the draft agreements should be circulated to members of Council and that, unless any significant objections were received, the Chairman and Chief Officer should be authorised to endorse the agreements on Council's behalf.

Relationship with NAB

The question of the form of the relationship which should be established between the CNAA and NAB proved a particularly difficult one. On the one hand, NAB indicated at the outset that it would be helpful to it in its planning and funding work to have comments from the CNAA on both general and specific matters relating to the nature and quality of courses in the public sector of higher education. On the other hand, the institutions expressed strong fears that the provision of comments to NAB by the CNAA would undermine the spirit of trust and mutual confidence on which the validation and review processes depend for their success.

The view taken by the Council, while acknowledging the understandable concerns voiced by institutions, was that it was in the interests of the maintenance and enhancement of standards in the public sector of higher education as a whole that CNAA should provide NAB with such comments as it felt it properly could. In the light of experience of providing comments to NAB in connection with certain of its early planning exercises and special reviews, and after extensive consultation with institutions, Council agreed to adopt a set of standard arrangements designed to enable it to convey comments to NAB while still retaining the trust of the institutions. Under these arrangements the responsibility for dealing with all requests from the NAB for observations was vested in a special standing working group of Council and the drafts of any observations on particular courses or institutions are sent to the institutions concerned for comment before being finalised and approved by the working group for transmission to NAB.

A number of invitations from NAB to comment were handled in accordance with the above arrangements, including comments on courses in architecture and on initial training for teachers.

During the year the Wales Advisory Body for Local Authority Higher Education, on the board of which the Council is represented, published its first higher education plan (for the academic year 1985–86) and the associated financial allocations to institutions. The financial allocations caused the Council concern about the resources available in Wales for the support of CNAA courses, notably at the Polytechnic of Wales. This concern was expressed at meetings of the WAB Board and in a submission to the Secretary of State. Although no amelioration was possible for the financial year 1985–86, an improvement *was* secured for the following financial year and the Council will be monitoring the position.

The Government Green Paper

In May 1985 the government issued its Green Paper *The Development of Higher Education into the 1990s* and met a reaction of disappointment verging on dismay from many in higher education, who found the paper narrow in vision and accusing in tone. CNAA quickly resolved, however, that its response should be positive, avoiding carping criticisms and putting forward realistic alternatives where it disagreed with government proposals. The first discussions on the Council's response began in summer 1985; the conclusions of the debate will be covered in the next annual report.

The Council's consideration of each of these issues was guided by discussions which had taken place in the Committee for Academic and Institutional Policy and the Chairman's Study Group. Other issues of academic policy which engaged the attention of CAIP and the Council during 1984–85 were the need for greater flexibility in higher education, the role of external examiners in monitoring quality and the growth of information technology in higher education.

Flexibility

The need for greater flexibility in higher education, both in the kind of courses offered and in the variety of opportunities for entry and progression provided for students, has been an increasingly important issue in recent years. In 1984–85 the debate was fuelled in part by responses to the discussion documents *Development of CNAA's academic policies at undergraduate level* and *Open learning*, in part by innovative course proposals from institutions, and in part by the fuller development of Council's plans for an inter-institutional credit accumulation and transfer scheme.

The development of a 'network of bridges and ladders' to enable students to enter higher education from a variety of backgrounds and proceed through a variety of routes to a series of linked awards, formed a major topic for debate and one which continued into the following year. Closely linked was the need to increase 'open learning' opportunities and to consider to what extent effective learning needed to take place in or through an institution and in company with other students. A new sub-committee, on Learning, Assessment and Performance, was established to replace the Sub-Committee on Independent Study, the aim being to bring together all the discussion that in essence concerned the quality and outcome of the student's learning experience, of which developments in course delivery that challenged traditional views of the relationship between student, course and institution formed part.

As a contribution to the Council's aim to facilitate the development of a more open and flexible system of higher education the Council agreed to recruit a registrar, two assistant registrars and appropriate secretarial support for a unit to implement the pilot transbinary inter-institutional Credit Accumulation and Transfer Scheme for the London area previously agreed by Council. Preparatory work started towards the planned launch of the scheme in the spring of 1986.

Access courses

Access or preparatory courses and the question of CNAA's attitude to them provided another topic for debate during the year. The Lindop Report expressed fears about the maintenance of standards on such courses, especially where they were linked directly with individual degree courses and access course students were effectively guaranteed a place on the degree course. On the other hand access course providers challenged CNAA to accept that their courses were scrupulously monitored and in many cases provided a better basis for degree work than more traditional qualifications. The issue was complicated in the area of teacher education by differences of opinion between Her Majesty's Inspectorate, who ruled that BEd courses should not

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admit more than 25 per cent non-standard entrants, a definition which included access students, and CNAA who considered access students standard entrants, if they had followed an access course which had been formally recognised by CNAA. In any case the CNAA had no objection to a course taking a high proportion of non-standard entrants if it was designed with such a target group in mind. After considerable discussion CNAA concluded that it could most usefully foster high standards by formally recognising properly defined and validated access courses for entry purposes, and developing criteria for such recognition; that it should help to provide information on access courses and encourage debate; but that it should not seek to validate access courses, leaving that to other bodies better qualified to deal with pre-higher education courses.

External examiners

The Lindop Committee placed great emphasis on the role of external examiners in monitoring the quality of outcomes in higher education. In 1984–85 CNAA acted to ensure that high standards were maintained, both at the practical and policy-making levels.

Research done at the request of the Lindop Committee revealed that while most of CNAA's 3000 external examiners held only one or two appointments, a few held far too many—28 in the most spectacular case. Committee discussions led to a common view that CNAA should follow the example of the universities and establish a guideline of two main appointments or the equivalent as a maximum, and this advice was given to institutions in August 1985.

The year also saw the beginning, after a series of delays, of a major research project on external examiners jointly funded by the Department of Education and Science and the CNAA's Development Fund and administered by the Economic and Social Research Council.

Finally, CNAA set up its own working party to discuss the role of external examiners and consider whether changes were needed; the group's report will be covered in the next annual report.

Research policy

In October 1984, Council published its policy statement on research and related activities. This document was drawn up by the Council's Working Party for the Review of the Rochester Report *(Resources for Research in Polytechnics and other Colleges,* CNAA 1974). A draft policy statement had been circulated for comment to all institutions associated with CNAA, as well as to CNAA committees and Research Sub-Committee, before the statement was finalised.

The statement seeks to ensure that institutions and their staff engaged in teaching courses leading to CNAA awards clearly understand Council's policy on research and related activities, as well as the criteria used by Council when judging the suitability of the institutional environment and the quality of the course teaching teams. Council firmly believes that only by supporting activities can academic standards be maintained and improved.

Council is fully aware that resources for research and related activities are scarce and although CNAA has no direct involvement in the allocation of resources, the Research Policy Sub-Committee *inter alia* intends to make representations to the appropriate bodies, to ensure that the serious implications of inadequate funding for institutions are understood.

As well as general policy issues, the business of the Research Policy Sub-Committee has included consideration of matters relating to research degree regulations.

The Sub-Committee on College Research Degree Committees has continued to deal with all matters relating to the 20 approved college Research Degrees Committees. These committees have power to register research degree candidates for the degree of MPhil, and MPhil with the possibility of transfer to PhD, on behalf of the Council. Since 1982, ten of these committees have successfully applied for extended powers and are permitted to register candidates for the degree of PhD and to transfer registrations from MPhil to PhD. The committees having extended powers of delegation from the Council are:

Brighton Polytechnic, Polytechnic of Central London, The Hatfield Polytechnic, Leicester Polytechnic, Newcastle upon Tyne Polytechnic, Plymouth Polytechnic, Portsmouth Polytechnic, Sheffield City Polytechnic, Polytechnic of the South Bank and Thames Polytechnic.

One higher doctorate was awarded during the year. Professor W C Hutton, from the Polytechnic of Central London, became a Doctor of Science for his work in the area of biomechanics.

Development

The establishment of a Development Fund during this session represented a major initiative for CNAA. The project budget of the Fund, amounting to some £540,000 a year (for three years in the first instance), is based on income from CNAA's reserves. Its purpose is to promote educational developments in associated institutions and to sustain CNAA's own development and applied educational research programme. The utilisation of the Fund is supervised by the Development Fund Sub-Committee, chaired by Dr Harold Silver, and CNAA's Development Services Unit carries out the administration of the chosen projects.

Emphasis is given in the distribution of the Fund to educational development initiatives which are

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innovative, applicable to a number of institutions, and from which students and staff can derive tangible benefits in the short and medium term. The Sub-Committee has identified certain priority areas as of strategic importance and deserving early attention. These are:

- aspects of teaching and learning;
- assessment of students and external examining;
- modes of access to higher education;
- distance learning;
- institutions' internal validation processes;
- the development of databases for monitoring students' progress;
- links between higher education and work.

Other areas have been selected for further consideration, such as credit accumulation and transfer, in close cooperation with the Credit Accumulation and Transfer Unit at CNAA. In addition the Sub-Committee authorised the establishment of a small grants scheme to fund proposals of under £5000 per year. By the end of the session a number of major projects had been identified and funding arrangements were proceeding.

The Development Services Unit continued to supervise a number of projects agreed under previous funding arrangements. These included:

- a design management development project;
- a survey of students studying part-time in the Diploma in Management Studies;
- a survey of students on part-time first degree courses;
- an enquiry into validation costs;
- a longitudinal study of a sample of DipHE students;
- the establishment of a transbinary database on first degree classifications and first destinations;
- a survey of entry qualifications and degree performance;
- a longitudinal enquiry into supervised work experience;
- an examination of the ways in which educational institutions respond to the labour market;
- a longitudinal survey of recent CNAA graduates and their employment outcomes.

Project committees are being set up to oversee projects or *groups* of projects, and to tender advice to researchers. The aim is to provide a forum in which researchers working in related fields can exchange ideas and discuss the development of their work.

At the end of the session a major research project on external examiners began, jointly funded by the Department of Education and Science and the Development Fund and administered by the Economic and Social Research Council.

Development Services publications during the session include:

- *Managing Design: an initiative in management education*
- *Files on Courses in Institutions (FOCII): policy and operation*
- *Effectiveness in Higher Education: a review.*

In addition a number of working papers were also produced: on higher education and the labour market; on the employment of graduates from ethnic minorities; and on preparing students for employment.

The establishment of the Development Fund means that in the 1985–1986 session there will be a considerable expansion of the Unit's work. In developing this it is intended that there will be close collaboration and negotiation with institutions and project directors over the identification and design of projects, the course of development work, and over any publications or other actions that emerge.

Liaison with other bodies

The CNAA holds regular officers' liaison group meetings with the Business and Technician Education Council (BTEC). The main focus of discussions during 1984–85 was on relationships between BTEC and CNAA courses, especially in art and design, engineering and public administration. Two joint seminars involving members were held on art and design and associated studies, in May and July, and it was hoped to produce a joint statement from the two Councils as a result. In public administration, where problems had arisen because in BTEC the subject was linked with business studies whereas within CNAA it was more often linked with social administration, it was agreed that if centres wish to use the BTEC HNC as the first two years of a part-time degree in public administration they should—given care and imagination in the course design—be able to meet both BTEC's and CNAA's requirements. Discussions on engineering, particularly with reference to the expected degree courses aimed at the technician engineering market, are continuing.

The CNAA/Open University Liaison Group, which meets about once a year, met in April to discuss a range of current developments and possibilities for interaction between the two bodies. Issues discussed included the relationship between the OU's new Professional Diploma in Management and CNAA's Diploma in Management Studies, CNAA's plans for its Credit Accumulation and Transfer Scheme, the rather small number of collaborative arrangements so far between the OU and institutions associated with CNAA, and the interest of both bodies in provision for research degrees.

In July 1984 the then Parliamentary Under-Secretary of State for Education, Mr Peter Brooke, invited CNAA to coordinate discussion of possibilities for

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professional updating at postgraduate level, making use of credit transfer arrangements. The Transbinary Study Group on Continuing Professional Development met in May and June 1985, and agreed arrangements for developing three transbinary pilot schemes, in law, engineering and biotechnology.

Scotland

Scottish Higher Education was dominated during the 1984–85 session by debate about the long term future of the Scottish Higher Education system. The Scottish Tertiary Education Advisory Council (STEAC) initiated the debate by issuing a consultative paper entitled *Review of Higher Education in Scotland*.

During its discussions on CNAA's response, the Committee for Scotland expressed the fear that the debate would be dominated by organisational issues and the belief that a major weakness of the STEAC consultative paper was that it had not explicitly tackled the question of the aims and objectives of higher education. The Committee hoped that the review would result in steps being taken to encourage an increase in the proportion of the age group participating in higher education, particularly in sections of the Scottish population which traditionally had a low uptake of places.

The Committee made a number of recommendations to Council on the content of CNAA's evidence. The major points agreed by Council were:

- that the priority should be to develop a more flexible system of higher education which was more responsive to changing economic, social and individual needs, provided greater opportunities for continuing education, and was more open in relation to access, course structures and modes of study;
- that the public sector of Scottish higher education, by virtue of the vocational orientation of its courses and the range of opportunities it provided, had the potential to continue to make a significant contribution to higher education of a kind which Scotland and the rest of the UK needed;
- greater equity was needed, in terms of funding and student numbers allocated, between the universities and public sector institutions. There should be a move towards establishing the same resource norms for teaching and research work in the public and university sectors.

The Committee for Scotland additionally believed that equity of funding, for courses and research, between the universities and public sector institutions would be best achieved by the establishment of a unified system for the planning and funding of all higher education in Scotland, administered through the Scottish Office. This view was passed on to STEAC but CNAA's Council felt unable formally to endorse it without more discussion.

The other major matter discussed by the Committee during the sesssion was the report of the working group which it had established in the previous session on developments in Scottish secondary and further education examinations and curriculum. The working group was established primarily in response to the launching of the 16+ Action Plan in Scotland, ie a fully modularised system of further education. The group's main recommendations were (i) that the Scottish Education Department should establish a Scottish-wide staff development programme to familiarise college staff with the new modular system, (ii) that CNAA institutions should adopt a positive approach towards the admission of students on the basis of the new modules and (iii) that advice should be given to admissions staff relating the new scheme to CNAA's normal minimum entry requirements.

The Committee recognised that higher education institutions needed to acquaint themselves with the principles and practice of the 16+ Action Plan and resolved to formulate a research project on institutions' experience of admitting students with the new qualifications.

A liaison meeting with Scottish institutions in May 1985 discussed modular degree schemes and research in public sector institutions of higher education.

Organisation and management of CNAA

In addition to the matters of external and academic policy outlined above, CNAA's internal staffing and committee structures underwent wide-ranging changes during 1984–85.

Staff changes

The organisation and management of CNAA were reviewed during 1984 by Price Waterhouse Associates, management consultants. In the light of the Price Waterhouse report, the staff of CNAA were reorganised under the Chief Officer into five divisions, of which four are headed by Assistant Chief Officers and one is headed by the Financial Controller. The Chief Officer, the Assistant Chief Officers and the Financial Controller were formally constituted as an Executive Group reporting to the Council's General Committee. The principal objective of the reorganisation is to give CNAA a stronger management structure which will enable Council to ensure that the policies which it adopts are more consistently and effectively executed.

The restructuring of Council into five divisions involved the establishment of a new post of Assistant Chief Officer and Head of Division II. Mr Richard Lewis, who has been appointed to that post, was previously Assistant Director of the Middlesex Polytechnic. Located within the new Division II is the newly established unit supporting the pilot Credit Accumulation and Transfer Scheme. Registrar for the scheme is Dr Derek Pollard, who has been appointed

for a two-year term on secondment from his directorship of the modular degree and diploma scheme at the City of London Polytechnic. The two new Assistant Registrars in that area are Ms Heather Ames, previously Administrative Assistant (Central) and Ms Carolyn Campbell, previously Administrative Assistant in Institutional Reviews. Three new Assistant Registrars were appointed for the Development Services Unit now in Division V: Dr Philip Jones, formerly Acting Registrar for Development Services, Mr Nigel Nixon, formerly Senior Lecturer in French Studies at the City of London Polytechnic and Dr Jeffrey Weeks, formerly Research Fellow at the British Library.

Mr Bryan Overy retired early from the CNAA in November after a long period of illness. Mr Overy had been with Council first as Senior Assistant Registrar (Science and Technology) and for the last five years as Secretary to Council. Miss Joyce Utting-Williams was appointed as Personnel and Training Officer following the move of Mrs Maureen Lewis to become Assistant Registar Division IV. Miss Utting-Williams was formerly Personnel Officer at the City of Birmingham Polytechnic.

Mr Len Wharfe has been appointed Registrar for Education following the resignation of Dr Anthony Saul to take up an appointment as Dean of Studies at Christ Church College, Canterbury. Mr Wharfe was formerly Acting Registrar for Education and prior to that was at Manchester Polytechnic.

Mr Hugh Glanville, Registrar, Institutional Reviews, was seconded to the Inner London Education Authority for one year to act as a senior level coordinator of the initial planning for the establishment of the London Institute for Art, Design and Technology. Mrs Carol Webb is currently Acting Registrar for Reviews Coordination. Mr David Francis, Assistant Registrar for Reviews Coordination, has resigned to train for ordination in the Church of England ministry.

There are a number of other changes within the academic areas. Mrs Alison Gale was appointed Assistant Registrar for Science and Technology: a post where she was previously the temporary postholder. Mrs Susan Parker, who was appointed Assistant Registrar for Arts and Humanities, was previously from the University of Durham. Ms Sandy Goulding was appointed Assistant Registrar, Education, having previously been on secondment to CNAA from Luton College of Higher Education. Also in Education, Dr David Cooper was appointed as Assistant Registrar having previously been on secondment from Manchester Polytechnic.

There have been a number of resignations from the CNAA staff during the year. Mr Simon Rew, Assistant Registrar for Technology to join the National Advisory Body; Mrs Anthea Stevens, Head of Registrations and Conferments Unit to an appointment with the Royal College of Nursing; Mrs Anne Brook, Assistant Registrar in Arts and Humanities to join the University of Liverpool as Head of the Academic Planning and Development Division; Miss Dorma Urwin, Assistant Registrar for Arts and Humanities to the National Advisory Body. Council has again been fortunate to attract secondments of members of staff from institutions. Dr Harold Silver, Principal of Bulmershe College of Higher Education, has been seconded to work as Senior Research Associate for the academic year; Dr Alan Baum, from Middlesex Polytechnic where he is Principal Lecturer/Head of the School of Sociology, as an Assistant Registrar in Arts and Humanities; Mr Brian Nolan, from the Polytechnic of the South Bank where he is Senior Lecturer, as an Assistant Registrar in Business and Social Studies; Dr Andy Turnbull from the West Midlands College of Higher Education, as an Assistant Registrar in the Reviews Coordination Group; Mr Alistair Wisker from the Polytechnic of the South Bank where he is Head of Division of Arts, as an Assistant Registrar in Education.

Committee changes

The number and constitution of the Council's validating committees was reviewed by a special committee during 1984–85. The Committee for the Review of Structure and Membership recommended, and Council agreed in March 1985, to a replacement of the five previous committees by eight committees, to be operative from the beginning of the 1985–86 session. The Committee for Art and Design and the Committee for Business and Management Studies remained unchanged. The Committee for Education was renamed the Committee for Teacher Education, and the Committee for Arts and Social Studies split into the Committee for Arts and Humanities and the Committee for Social Sciences. The Committee for Science and Technology was divided into three: the Committees for Science, Engineering and the Built Environment. The developments in subject areas outlined below are given under the new committee headings.

The work of the validating committees

Art and design

The Committee for Art and Design urged its subject boards to adopt an open view on development issues facing art and design education. It asked boards to look outside the traditional boundaries of their subject areas and to consider raising during review visits issues such as the further introduction of part-time study opportunities, modular and linked courses, credit accumulation schemes, new types of courses emphasising developments in technology and professional studies, and inter-institutional arrangements.

Developments along these less traditional lines included a proposal put forward by Duncan of Jordanstone College of Art, Dundee, for an MA in

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Public Art and Design, which provided for the study of art and design in a social context, and a proposal from Loughborough College of Art and Technology aimed at improving access by offering part-time routes through all its art and design courses.

The Committee issued a policy statement to institutions giving guidance on information technology, stressing the importance of promoting staff awareness of IT and the need to develop appropriate staff training programmes.

The Committee decided to publish proceedings of a conference held at Middlesex Polytechnic in May 1984 on research in art and design: both as a record of the event and as a means of drawing attention to opportunities for research in art and design.

Another new development considered by the Committee was the concept of grouped or 'cognate' course reviews, and the review of art and design courses in a faculty-wide context. Such a review had been undertaken at Bristol Polytechnic in March 1984, and similar reviews were planned for Middlesex Polytechnic and City of Birmingham Polytechnic. These grouped course reviews offered the opportunity to discuss issues such as staff development, research information technology and other faculty-wide concerns, and provided a useful bridge between the single course review and the review of an entire institution.

The Committee responded to a discussion document on design education, issued in 1985 by the Society of Industrial Artists and Designers. A joint working group with members of the BTEC Board for Design recommended the development of links between BTEC and CNAA courses, so that better opportunities could be provided for students wishing to study art and design from age 16 up to and including postgraduate education.

The Committee agreed that it should form closer links with the new CNAA Committee for Engineering and that the two committees should collaborate on reviews of industrial design (engineering) courses, to see how well these courses were responding to new developments in engineering education.

The Committee expressed its concern, through Council, to NAB on the difference in funding between design courses, on the one hand, and art, and history of art and design courses, on the other. The Committee considered that this separation would damage the academic quality of courses by harming their cohesion and inter-relationship. The Committee noted with approval, however, the inclusion of courses in photography, film and television within design as this seemed to reflect properly the relation of these courses to the visual arts, in terms of their special resource needs.

Arts and humanities

The arts and humanities are now represented by a single body within the committee structure of the Council. The Committee for Arts and Humanities was established at the end of the 1984–85 session to be responsible for subjects which formerly fell within the broader remit of the Committee for Arts and Social Studies. The new committee and its boards cover the creative and performing arts—dance, drama and music—and a range of humanities disciplines—English studies, history, languages, linguistics and theological and religious studies. It will be able to develop a more coherent and compact operation, and to focus more sharply on academic issues in those cognate fields of study while maintaining essential links with other committee areas.

A wide range of courses in arts and humanities is available, with a variety of course structures, specialist focus, and modes and level of study. However, CNAA institutions continue to develop a distinctive approach. Courses often adopt a broader perspective than may be found in many university courses: in particular, an appreciation of knowledge and skills outside the normally recognised scope of the area. Combined studies courses offering multidisciplinary and interdisciplinary study now represent about two-thirds of CNAA provision. These courses often include opportunities for carefully-structured combinations of humanities and non-humanities subjects.

Information technology is increasingly incorporated in the curriculum, and humanities subjects are related to the needs of contemporary industrial and commercial society.

The period 1984–85 has largely been one of academic consolidation. However, increasing emphasis has recently been placed on part-time study, on extension of access, and on the development of postgraduate courses. A marked feature has been the increasing number of flexible programmes of part-time and mixed-mode study, and the provision of intermediate awards which allow opportunities for transfer to degree programmes. This flexibility caters particularly for the expanding market of mature students.

Although generally the Committee's courses do not have specific vocational objectives, they prepare students for a variety of specialist career destinations. Additionally the combined courses necessarily demand and develop the versatility and flexibility needed in industry and commerce. Courses in areas such as modern languages have both an applied and vocational character with close links with many other subject areas including business studies and the natural and applied sciences. Graduates in creative and performing arts are increasingly employed in a range of activities connected with their specialisms, including community arts.

The built environment

This is the first time that a report has been made specifically on the area of the built environment. The Committee for the Built Environment was set up at the end of 1984–85 to take the responsibility for this area. Its establishment is opportune because there is an increasing awareness that the separate disciplines have much closer relationships than has been apparent from the way in which most courses are structured and because graduates from the separate disciplines need to, and do, work together in industry. In terms of board structures the Architecture Board is now responsible for landscape architecture and a single board is to be responsible for building, and for building services engineering.

Distinctive features of the area are its very strong vocational orientation, the close links with professional bodies and the fact that it is one of the few areas of education in which a majority of graduates come from the public sector.

Graduates from these areas generally enter the construction and development industry and most courses are designed for the needs of professional employment. There is thus a recurring tension in the work of the boards between the immediate professional needs of industry and the need for courses to provide a general education.

There has been a growth in the numbers of part-time courses in surveying and a number of new part-time postgraduate courses have been approved. Decisions by the Department of Education and Science have led to a decline in the number of town planning courses and may lead to a decline in the number of architecture courses. Graduates from building and surveying courses are in demand from industry but the courses are not in exceptional demand.

Links between the professional bodies and the boards are good; specifically, the Town Planning Board and Royal Town Planning Institute have had a joint visit to a college, and the Royal Institute of Chartered Surveyors and the Surveying Board are planning to have such joint visits.

Business and management studies

One of the main objectives of the Committee for Business and Management Studies is to forge stronger links between industry and commerce and business and management education, and this was reflected during 1984–85 by the increase in industrial representation. The Committee also hopes to establish closer interaction with external groups and a presentation by representatives from the Association of Management Education Centres took place following one of its meetings. It is intended that other external organisations will be invited to make presentations to the Committee in this way in the future. The Committee considered a progress report on Industry Year 1986. Members were particularly interested in the work of the Education Working Group which had identified a need for change in the relationship between education and industry to further this aim. They agreed to form an Industry Year Working Group with the Committee for Teacher Education to define practical ways in which action could be taken at national level to further the aims of Industry Year.

There were a number of innovatory curriculum developments approved in principle during 1984–85, for example, the Distance Learning Scheme for a CNAA degree in business. Members agreed that the scheme should not be perceived as one further variety of business studies degree but should be seen as a development whereby student mobility would be explicitly recognised. The work of the Design Management Group was followed closely and three further institutions were supported in the development of syllabuses in design management for introduction into the Diploma in Management Studies and Master's courses.

The Committee discussed the role of external examiners on several occasions and agreed that this issue was of crucial importance to the work of subject boards in their responsibility for the maintenance of standards. There was concern about individuals holding too many concurrent examinerships and about the difficulty of finding industrialists with appropriate examining experience to form part of a team of external examiners.

The Committee received a report on the review of information technology, which had been undertaken by its boards. The major problem in the business and management area was lack of funding and Committee members feared that inadequate resources were inhibiting the development of information technology in business education at public sector institutions. The replacement and updating of equipment was particularly difficult within such constraints. The Committee established a working party to review and encourage the development of IT provision in business and management studies.

A number of matters were referred to the Committee from subject boards for further discussion. These included discussions on the appropriate use of HMI reports by visiting parties: members agreed that these could provide useful background information and a different perspective. In addition, the Committee received extracts from a recent Audit Commission report and expressed concern about the simplistic approach to higher education adopted in this report. Members felt that responsibility rested with CNAA to explain more fully the nature of degree work in the public sector and to suggest ways in which the educational system could be managed more effectively.

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Engineering
The most significant features in engineering education during the year were the establishment in the public sector of BEng courses. In most engineering disciplines, other than materials engineering, the vast majority of undergraduate degree courses successfully met CNAA's minimum criteria for BEng, usually in the expectation of further developments in the course taking place.

The main changes which took, or are taking, place in the courses, mainly as a consequence of the change to BEng are as follows:

(i) the introduction, upgrading or reorientation of existing material content on business organisation, personnel, financing and management;

(ii) the development of the overall courses to allow integration between the technical engineering content and the non-technical engineering content around typically industrially-related problems;

(iii) the introduction or upgrading of case studies, case histories and project work for all students;

(iv) the development of learning methods, eg more open-ended laboratory work;

(v) a reduction of time devoted to student contact through lectures and tutorials;

(vi) a reduction of engineering science content;

(vii) the reduction of the period of supervised work experience of a BEng degree from 48 to 36 weeks, but a decision that no exemptions from that reduced period should now be allowed.

Ten MEng courses (these are longer than BEng courses) were introduced in polytechnics in England and Wales and three more had administrative approval. All were linked to BEng courses with the main selections taking place at the end of the first or second year. No proposals from Scotland were received. Unlike most areas of higher education there was a modest expansion of courses in engineering. New undergraduate courses in information technology and new postgraduate courses in manufacturing engineering were approved, and there was a small increase in part-time degree courses linked to existing full-time courses. Student numbers continued to increase in engineering.

Issues on which there was much discussion and which will assume greater urgency and importance in 1985–86 are:

(i) the reduction in resources in engineering, and

(ii) the increasing influence of the Engineering Council on the development of engineering education and its intention that from 1987 only Honours degree courses will be accredited.

As a major step towards promoting engineering design, Council agreed that an annual prize should be awarded, named after the CNAA's ex-chairman, Sir Denis Rooke. The £500 prize will be first awarded in 1986, to the student or group of students on an approved CNAA degree course who design the engineering product which most aptly matches design and practical engineering concepts.

Science and technology
In recent years an expansion in the nunber of environmental studies and life sciences courses has been evident. However, this period of expansion has now ceased with the exception of some new postgraduate courses, particulary in biotechnology. It is anticipated that biotechnology will be one of the main areas of development in the next few years, both through the provision of specialist postgraduate courses and by its incorporation into appropriate undergraduate programmes. This development has been supported by NAB through a special initiative.

During the year the Life Sciences Board reviewed the role of and approach to teaching of genetics in undergraduate degree courses in biology. A statement of the findings was subsequently circulated to all institutions offering courses in life sciences. The purpose of the paper was to guide them towards a common set of principles for the teaching of genetics and to assist in the spread of good practice.

The Food, Accommodation and Related Sciences Board ran a workshop-based meeting for staff teaching science in courses validated by the Board. The meeting was attended by representatives of almost all the courses concerned and these 60 participants made a wide variety of contributions. The contributions from participants and a summary of the discussions held were combined into an informal record of the meeting which was distributed to all those who had attended.

The Chemistry Board (with the support of ICI) held a one-day seminar at ICI, Alderley Edge, on the topic of 'The Role of Computing in Chemistry', which itself followed the publication of a Board paper on this topic. The seminar was well supported by representatives of almost all institutions teaching specialist courses in chemistry or offering the subject as a major in combined science courses.

The Health and Medical Services Board was instrumental in providing the basis for the Council's response to the report of the Royal College of Nursing's Commission on nursing education.

Social sciences
Course provision in the social sciences covers a wide and varied range of work. There are full-time undergraduate courses in all of the main social science disciplines—economics, geography, law, politics, sociology, social administration—together

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with a large number of multidisciplinary courses allowing various degrees of specialisation, combinations of subjects and opportunities for interdisciplinary work. Some courses enable students to acquire professional qualifications in, for example, social work or health visiting. Another major area of undergraduate course provision is in interdisciplinary fields, frequently with a work-related bias. Examples here are public administration, librarianship and information studies, sport and recreation, communication and cultural study. This list, while not exhaustive, does indicate something of the variety of provision in the social sciences.

Course developments in recent years have been considerable. They include the introduction of part-time variants to several existing full-time courses, thus enabling older students to combine higher education with family and work commitments. Intermediate qualifications of the CNAA Certificate and DipHE are frequently available on such courses. The other major development has been in postgraduate work, invariably part-time study, often interdisciplinary and professionally focused.

Examples of new courses approved during 1984 – 85 give something of the flavour and variety of course developments. A unique part-time first degree in police studies for serving officers was approved at the Polytechnic of Wales. Cornwall College of Further Education introduced a postgraduate diploma in radio journalism. A certificate in the education and training of mentally handicapped people was approved at King Alfred's College, Winchester. The Polytechnic of Central London introduced a part-time variant of its law degree.

In addition, existing courses are continually changing. Many are becoming more quantitative and are addressing the implications of developments in information technology. There is also a general trend towards making undergraduate courses more relevant to the world of work.

Teacher education

This was a year in which the Committee for Teacher Education was concerned not only to develop its own validation and subject review policies but also to respond to significant external developments in teacher education.

In the promotion of a validation dialogue with institutions, the Committee has developed a series of subject papers to serve as the basis for discussion. These have focused on:

- multicultural education, in the initial training and inservice development of teachers;
- language and literacy in training courses;
- information technology;
- assessment of courses for the inservice development of teachers;
- access courses for entry to BEd degree programmes.

The paper on multicultural education provoked much discussion both within and outside the Committee; a supplementary series of notes for course teams is currently being reconsidered.

The Committee made a major step forward in both inservice education and continuing education by validating courses of less than one year in duration which can now count towards CNAA awards as well as leading to institutional awards.

The Council for the Accreditation of Teacher Education (CATE) began its operations which involved five institutions with CNAA validation. In four cases, changes were required to the approved initial BEd degree courses which were deemed not to meet the CATE criteria. One result is that institutions now have the additional task of seeking CNAA agreement to revised courses.

The Committee also responded to two important reports from the Advisory Committee on the Supply and Education of Teachers concerning inservice teacher education and teacher training and special educational needs.

Finance

Student registration fees for the year were lowered—principally from £75 to £69—a decrease on previous years of 8%; first-year student registrations at 72,500 remained broadly constant. This reduction in fees is the first stage in a management programme to eliminate, gradually and progressively, the gain to the Council's reserves in recent years arising from the increase, unforeseen either by CNAA or the Department of Education and Science, in the number of students registering. The second stage is to be introduced in the academic year 1986 – 87 and will incorporate changes in the structure of fees. Income, however, nonetheless remained unchanged from the previous year with the drop in fee income counterbalanced by a strong performance from earnings on investments, up nearly 40%. Revenue expenditure increased by some 11%, the growth of £460,000 being largely attributable to an increase in headcount recommended by the management consultants, Price Waterhouse Associates, appointed to review the establishment and organisation of Council (£125,000) as well as further consultancy fees concerned with the design of a replacement computer system (£100,000).

These additional costs—particularly those of new computer development—will continue into the

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following two years, thereby requiring an increase in the deferred validation expenditure reserve of an estimated £1 million.

The annual surplus for the year is £935,000 and compares with £2,155,000 for the previous year. The General Fund, however, is now reduced to £490,000 following the transfer of £6 million at the end of the year into a new Development Fund established for an initial period of three years to fund, out of investment income, educational development initiatives of direct practical benefit to polytechnics and colleges.

Report of the Auditors to the Members of the Council for National Academic Awards

We have audited the financial statements on pages 19 to 25 in accordance with approved Auditing Standards. In our opinion the financial statements give a true and fair view of the state of the Council's affairs at 30 September 1985 and of the income and expenditure and source and application of funds for the year ended on that date.

Ball Baker Leake
Chartered Accountants
17 Southampton Place, London WC1A 2EH

17 March 1986

Income and Expenditure Account for the year ended 30 September 1985

	Note	1985 £	1985 £	1984 £	1984 £
Income					
Registration and other fees receivable			5,176,431		5,498,821
Other income	8		1,492,764		1,079,078
			6,669,195		6,577,899
Expenditure					
Establishment		420,348		368,739	
Administrative expenses		947,668		788,794	
Staff costs	9	2,217,476		1,886,789	
Travelling and subsistence		728,361		718,493	
Other expenses		420,843		509,607	
			4,734,696		4,272,422
Surplus of income over expenditure for the year	10		1,934,499		2,305,477
Deferred validation expenditure	6		1,000,000		150,000
			934,499		2,155,477
Balance brought forward			5,561,013		3,405,536
			6,495,512		5,561,013
Transfer to development fund					
Capital and interest	7		(6,005,763)		—
Balance carried forward			**489,749**		**5,561,013**

The Notes on pages 21 to 24 form part of these accounts.

Balance Sheet 30 September 1985

	Note	1985 £	1985 £	1984 £	1984 £
Fixed assets					
Tangible assets	2		179,724		168,762
Investments	3		11,494,310		9,320,399
			11,674,034		9,489,161
Current assets					
Debtors	4	252,603		514,985	
Investments	3	500,000		260,000	
Cash at bank and in hand		500		50,308	
		753,103		825,293	
Creditors					
Amounts falling due within one year	5	427,152		249,763	
Net current assets			325,951		575,530
Total assets less current liabilities			11,999,985		10,064,691
Provision for liabilities and charges					
Deferred validation expenditure	6		5,500,000		4,500,000
			6,499,985		**5,564,691**
Financed by:					
General Fund			489,749		5,561,013
Development Fund	7		6,005,763		—
Kings Norton Economics Prize Fund			1,891		1,368
Michael Clapham Prize Fund			2,582		2,310
			6,499,985		**5,564,691**

Sir Alastair Pilkington (Chairman)
Malcolm Pearson (Honorary Treasurer)
17 March 1986

The Notes on pages 21 to 24 form part of these accounts.

Notes to the Accounts for the year ended 30 September 1985

1 Acounting Policies

(i) Accounting Basis

These accounts have been prepared under the historical cost convention, which takes no account of the effect of inflation.

(ii) Fixed Assets

Depreciation of fixed assets is provided on a straight line basis at rates calculated to reduce their book value to nil at the end of their anticipated useful lives. The rates of depreciation used are as follows:

Computer equipment	33⅓%
Furniture and equipment—purchased prior to September 1981	15%
—purchased since September 1981	20%
Motor cars	25%
Works of art	Nil

The cost and accumulated depreciation of assets with a nil net book value have been treated as though there had been a disposal.

Expenditure on the leasehold offices, at 344-354 Gray's Inn Road, has been charged against the general fund as it is incurred. The lease expires in the year 2005.

(iii) Computer Expenditure

Computer software costs are written off to the income and expenditure accounts as and when they are incurred. Hardware costs have been added to fixed assets.

(iv) Income

Registration fees are credited to income on a receivable basis in the first year of registration. Investment income is similarly credited to income on a receivable basis.

(v) Expenditure

Revenue expenditure is treated on the accrual basis.

(vi) Investments

Investments are stated at the lower of cost and net realisable value.

(vii) Leases

The annual rental due under operating leases for computer equipment is charged in the profit and loss account.

2 Tangible Fixed Assets

	Computer equipment £	Office furniture and equipment £	Motor cars £	Works of art £	Total £
Cost					
At 1 October 1984	146,042	169,079	19,009	10,832	344,962
Additions	47,723	76,122	—	—	123,845
Disposals	(62,606)	(20,941)	(5,156)	—	(88,703)
At 30 September 1985	131,159	224,260	13,853	10,832	380,104
Depreciation					
At 1 October 1984	69,550	95,857	10,793	—	176,200
Disposals	(62,606)	(20,941)	(5,156)	—	(88,703)
Charge for the year	64,587	43,545	4,751	—	112,883
At 30 September 1985	71,531	118,461	10,388	—	200,380
Net Book Values					
30 September 1985	**59,628**	**105,799**	**3,465**	**10,832**	**179,724**
30 September 1984	76,492	73,222	8,216	10,832	168,762

3 Investments

	Cost		Market Value	
	1985 £	1984 £	1985 £	1984 £
(a) Fixed Assets				
Listed investments and government stocks	2,142,912	1,677,169	2,553,689	1,979,876
Money invested with the money market	9,351,398	7,643,230	9,351,398	7,643,320
	11,494,310	**9,320,399**	**11,905,087**	**9,623,106**
(b) Current Assets				
Money invested with the money market	**500,000**	**260,000**	**500,000**	**260,000**

Monies invested with the money market are divided between that sum which is a long term investment and that which may be required in the current year. The latter is shown as a current asset.

4 Debtors

	1985 £	1984 £
Debtors for registration fees	89,405	193,117
Other debtors	36,984	42,265
Prepayments and accrued income	126,214	279,543
	252,603	**514,985**

5 Creditors: amounts falling due within one year

	1985 £	1984 £
Bank overdraft	61,528	—
Creditors in respect of supplies	237,393	85,509
Taxation and social security	61,482	48,084
Other creditors	27,518	48,248
Accruals and deferred income	39,231	67,992
	427,152	**249,763**

6 Deferred Validation Expenditure

This amount represents the committed cost of providing future validation and administrative cover in respect of existing students over their course of studies to which their fee relates *(see note 1 (iv))*.
The provision has been restricted to 50% of the estimated expenditure in the two years following registration as it is considered that the balance should be borne by fees received from students registering in those years.

7 Development Fund

This fund was set up on 27 September 1985, for an initial period of three years, by appropriating £6 million out of the General Fund. It is intended that the interest accruing on the underlying investments will be used to finance educational development initiatives in polytechnics and colleges.

8 Other income

	1985 £	1984 £
Investment income	1,313,088	925,114
Net surplus on sales of investments	167,222	123,342
Sundry income	12,454	30,622
	1,492,764	**1,079,078**

9 Staff Costs

	1985 £	1984 £
Wages and salaries	1,855,099	1,582,976
Social security costs	121,506	106,354
Other pension costs	119,974	100,964
Payroll costs	2,096,579	1,790,294
Consultancy and temporary staff	99,588	115,570
GLC superannuation refund	(11,256)	—
Other staff costs (including staff charged to projects)	32,565	(19,075)
	2,217,476	**1,886,789**

Average weekly number of employees	**163**	**155**

The number of high-paid employees was as follows:

£30,001 – £35,000	—	1
£35,001 – £40,000	1	—

10 Operating Surplus

	1985 £	1984 £
The operating surplus is arrived at after charging:		
Auditors' remuneration	14,388	16,238
Depreciation	112,883	81,754

11 Operating Leases

The total of operating lease rentals charged as part of computer hardware costs in the profit and loss account is £152,187. The same amount is committed to be made as payments in the year ended 30 September 1986. All the leases are co-terminous and will be completed in March 1987.

12 Council

No member of the Council, including the Chairman, is paid any remuneration for services to the Council.

Statement of Sources and Application of Funds
for the year ended 30 September 1985

	1985 £	1984 £
Sources		
Income—Registration and other fees receivable	5,176,431	5,498,821
Income from investments	1,480,310	1,048,456
Miscellaneous income	12,454	30,622
	6,669,195	6,557,899
Proceeds from sales of fixed assets	—	2,200
Expenditure not requiring funds—		
Depreciation	112,883	82,135
	6,782,078	6,662,234
Applications		
Expenditure—Establishment	420,348	368,739
Administration	947,668	788,794
Staff remuneration	2,217,476	1,886,789
Travel and subsistence	728,361	718,493
Other expenses	420,843	509,607
	4,734,696	4,272,422
(Surplus)/deficit on prize funds	(795)	329
Office furniture, equipment and motor vehicles	123,845	133,306
	4,857,746	4,406,057
Net Source of Funds	**1,924,332**	**2,256,177**
Representing Changes in Liquid Funds		
Increase in investments and deposits with money market	2,413,911	2,319,902
(Decrease) in debtors	(262,382)	(4,122)
(Increase)/decrease in creditors	(115,861)	9,500
(Decrease) in cash	(111,336)	(69,103)
	1,924,332	**2,256,177**

Senior Staff as at 1 September 1985

Chief Officer
Edwin Kerr BSc PhD DUniv FIMA FBCS

Assistant Chief Officers and Heads of Divisions
Arnold Goldman AB AM PhD
F Alan Hibbert BSc MA PhD FIBiol
Richard Lewis MSc FCA
Alan H S Matterson BA MA DPhil

Financial Controller and Head of Division
Martin H Taylor MBA FCA

Information Systems Manager
David R Woodward

Registrars
Alan Crispin BSc MA PhD MInstP
Hugh P Glanville MA BLitt
Sepp J Gruber BSc PhD CChem MRSC ARACI MBIM
Cynthia I Iliffe BA MA(Econ)
Hywel A James DipAD ATC
Graham L Middleton MA
Derek Pollard BSc PhD CChem FRSC
S Austin Reid BSc PhD CEng MInstP MIEE
Ann M Ridler MA DipEd PhD
Bridget D Rogers BSc
Leonard Wharfe BA MA
Anne Wright BA PhD

Assistant Registrars
Heather Ames BA
David J C Angluin AB DPhil DipSocAnth
Ronald A Barnett BA PhIll PhD DipEd
Alan Baum BSc(Soc) MA PhD
John L Brennan BSc MA
Timothy W Brown BSc PhD
Carolyn Campbell MA LLB
Judith H Chaney BSocSci MSocSci
Hazel Clark DipAD PhD
Sandra C Coleman BSc
David Cooper BA
Monica E Farthing BA
Alison Gale BA MA
Sandra Goulding BSc MA CertEd DMS
Jill Grinstead BA MPhil
Richard W Harris BA MSc
Raymond J Hunt BSc MBIM
A Philip Jones BA PhD
Brenda M Little BSc
Zoe MacGibbon BA
Bobbie J Millar MA
Russell Moseley BSc MSc DPhil
Nigel Nixon BA MA DEA
Bryan Nolan BSc PhD Extra Master Mariner
Susan M Parker BSc MSc
Maureen Sweetman BA
Julia Tyler BA DipEd Admin
Carol Webb BA MSc
J Stuart Weir BA DipTh
Alistair Wisker BA MA
Roger F Woodbridge BSc PhD
Peter Wright BSc PhD FGS

Finance and Management Information Manager
Colin Pratt BA FCCA

Personnel and Training Officer
Joyce Utting-Williams BA(Econ) MSc MITD MIPM FRSA

Courses and student enrolments and awards, 1984–85

Introduction

The change of status of two institutions from the 1984–85 academic year had a considerable effect on the overall pattern of student enrolment and awards conferred for the year. The former Ulster Polytechnic withdrew from CNAA validation and student registration on its incorporation into the University of Ulster, and the Royal Military College of Science, Shrivenham, became associated with the Cranfield Institute of Technology. These changes meant that a total of 44 first degree courses and 19 other courses with a total of 4653 students in the 1983–84 session no longer appeared in the figures.

At the same time the overall national planning of higher education provision in the public sector has resulted in reduced intakes to courses in arts and humanities, whilst recruitment to science, engineering and other technological courses has been encouraged. The effects of these influences to depress student intakes has been countered to some extent by continued course development, which has been particularly noticeable in the fields of computing and information technology. Four institutions offered first degree courses for the first time in 1984–85: Aberdeen College of Education, Hertfordshire College of Art and Design, Moray House College of Education and West Glamorgan Institute of Higher Education, although three of these had already had experience with other types of courses leading to different CNAA awards.

The total number of students enrolled onto CNAA taught courses in 1984–85 was 192,200, including a first-year enrolment of 72,365 on 1950 courses. In addition there were 3520 registered research degree students following programmes of research and study at colleges and other research and industrial establishments.

Table 1/First degree courses in operation in the 1984–85 session

The loss of 44 first degree courses in 1984–85 with the change of status of two institutions would have resulted in a 3% decline in the number of courses operating if net growth elsewhere of 25 courses had not occured. This represents overall growth of 1·9% which is about half the rate of increase of recent years, reflecting the tendency towards greater stability and fewer new course developments being approved. The net reduction this year was almost entirely of full-time courses, with sandwich and part-time courses maintaining their numbers. Full-time courses now account for only 53% of courses in operation, whilst part-time courses retained the 22% proportion reached in 1983–84.

Education courses increased in number and thus grew from 7·2% to 7·6% of the total, although there was little relative change between the other main subject areas. The total number of interdisciplinary courses remains quite small, but has increased by 50% in two years, although science and technology courses remain the biggest single area of work, representing 42·5%, followed by arts and social studies at 24·9%.

	1982–83	1983–84	1984–85
Science and Technology			
Sandwich	238	243	243
Full-time	184	191	185
Part-time	130	139	139
Totals	**552**	**573**	**567**
Arts and Social Studies			
Sandwich	13	12	12
Full-time	250	257	246
Part-time	65	77	75
Totals	**328**	**346**	**333**
Business and Management Studies			
Sandwich	55	56	57
Full-time	24	25	24
Part-time	20	24	23
Totals	**99**	**105**	**104**
Art and Design			
Sandwich	21	21	21
Full-time	187	188	182
Part-time	5	7	9
Totals	**213**	**216**	**212**

Table 1/continued

	1982 – 83	1983 – 84	1984 – 85
Education			
Full-time	51	56	59
Part-time	43	42	42
Totals	**94**	**98**	**101**
Interdisciplinary courses			
Full-time	9	11	12
Part-time	3	5	6
Totals	**12**	**16**	**18**
All fields of study			
Sandwich	327	332	333
Full-time	705	728	708
Part-time	266	294	294
Grand totals	**1298**	**1354**	**1335**

Table 2/Qualifications of students entering first degree courses in the 1984–85 session

Entry to first degree courses on the basis of the qualifications of the Business and Technician Education Council continues to develop, reaching a total of 11·8% of the intake in 1984–85 with the highest level of such entry remaining in the science and technology area at a new peak of 22·1%. Once again this entry route in art and design subjects has increased from 4·5% to 5·5% of the intake.

In most subjects, the proportion of new registrations through the GCE/SCE entry route are almost unchanged, with the clear exception of education courses, where the figure has dropped from 71·1% in 1983–84 back to 55·4%, which was the level recorded in 1981–82. This change is due to the recruitment of graduates, certificate holders and mature student entry, particularly to inservice teacher education courses which represent a greater proportion of the education intake as a whole as new recruitment to initial training courses are being restricted.

A rather higher percentage of the recruitment in 1984–85 was through other qualifications or the admission of mature students, who may not offer the normal entry qualifications. This latter group has been a continuing and important feature of the entry to first degree courses, and in 1984-85 constituted 4·9% of the total entry, in line with previous years and in accord with the Council's policy on access to courses.

(Figures for 1983–84 in brackets)

Subject Area	Percentage of students holding particular qualifications			
	GCE/SCE	ONC/OND*	HNC/HND	Other
Art and Design**	52·8 (52·2)	4·9 (4·1)	0·6 (0·4)	29·6 (33·8) 12·1 (9·5)
Arts and Social Studies	81·3 (81·5)	1·5 (1·3)	1·0 (0·5)	16·2 (16·7)
Business and Management Studies	71·1 (72·4)	5·0 (5·3)	4·8 (4·7)	19·1 (17·6)
Education	55·4 (71·1)	1·9 (2·0)	3·8 (1·8)	38·9 (25·1)
Science and Technology	69·0 (70·4)	10·2 (10·0)	11·9 (11·7)	8·9 (7·9)
All courses	**66·8 (71·2)**	**5·7 (5·9)**	**6·1 (5·8)**	**21·4 (17·8)**

* These categories also include qualifications awarded by the Business and Technician Education Council.
** The art and design figure for 'Other' is made up of two categories, the first being those who satisfy the art and design entry regulations without having two 'A' levels and the second those who are admitted on the basis of other qualifications or experience.

Table 3/Number of students following first degree courses in the 1984–85 session

Due to the increased recruitment to courses over the last few years, the overall student population has again risen, but only by 1·8% compared with 7·9% last year and over 10% in the two previous years. However, first-year enrolment fell by 1·9% as a result of a reduction in the number of courses in operation, although both education and interdisciplinary courses increased their numbers.

Part-time students continue to form one-tenth of the student enrolment and there was a slight shift from 28% to 29% for sandwich courses. With the exception of interdisciplinary courses raising their proportional recruitment from 3% to 4% at the expense of arts and social studies, there were no significant changes in the relative student populations by mode or subject area.

(Figures for 1983–84 in brackets)

Year of course	First		Second		Third		Fourth and fifth		Totals	
Science and Technology	20762	(21784)	18012	(17927)	15491	(14597)	8726	(7948)	62991	(62256)
Arts and Social Studies	16094	(16562)	13974	(14482)	13072	(12522)	2775	(2496)	45915	(46062)
Business and Management Studies	5866	(5901)	4983	(4705)	4272	(4292)	3136	(2736)	18257	(17634)
Art and Design	6257	(6697)	6126	(6159)	5727	(5487)	745	(685)	18855	(19028)
Education	5222	(4847)	4233	(4215)	4000	(3906)	2141	(1661)	15596	(14629)
Interdisciplinary	2506	(1990)	1935	(1778)	1695	(1363)	176	(225)	6312	(5356)
Totals	**56707**	**(57781)**	**49263**	**(49266)**	**44257**	**(42167)**	**17699**	**(15751)**	**167926**	**(164965)**

Type of course	Full-time		Sandwich		Part-time				Totals	
Science and Technology	24815	(25234)	31858	(30868)	6318	(6154)			62991	(62256)
Arts and Social Studies	39802	(40072)	1715	(1797)	4398	(4193)			45915	(46062)
Business and Management Studies	3796	(3622)	12395	(11727)	2066	(2285)			18257	(17634)
Art and Design	16487	(16792)	1996	(1988)	372	(248)			18855	(19028)
Education	12312	(11047)	—	(—)	3284	(3582)			15596	(14629)
Interdisciplinary	5930	(5086)	—	(—)	382	(270)			6312	(5356)
Totals	**103142**	**(101853)**	**47964**	**(46380)**	**16820**	**(16732)**			**167926**	**(164965)**

Table 4/Proportions of first degree student enrolment by mode of study and by area of study in the 1984–85 session

Analysis by mode of study (Figures for 1983–84 in brackets)

	Full-time		Sandwich		Part-time		All students	
Science and Technology	24%	(25%)	66%	(67%)	38%	(37%)	38%	(38%)
Arts and Social Studies	39%	(39%)	4%	(4%)	26%	(25%)	27%	(28%)
Business and Management Studies	4%	(4%)	26%	(25%)	12%	(14%)	11%	(11%)
Art and Design	16%	(16%)	4%	(4%)	2%	(1%)	11%	(11%)
Education	12%	(11%)	—	(—)	20%	(21%)	9%	(9%)
Interdisciplinary	5%	(5%)	—	(—)	2%	(2%)	4%	(3%)

Analysis by area of study (Figures for 1983–84 in brackets)

	Science and Technology		Arts and Social Studies		Business and Management Studies		Art and Design		Education		Inter-disciplinary		Totals	
Full-time	39%	(40%)	87%	(87%)	21%	(21%)	87%	(88%)	79%	(76%)	94%	(95%)	61%	(62%)
Sandwich	51%	(50%)	4%	(4%)	68%	(66%)	11%	(11%)	—	(—)	—	(—)	29%	(28%)
Part-time	10%	(10%)	9%	(9%)	11%	(13%)	2%	(1%)	21%	(24%)	6%	(5%)	10%	(10%)

Table 5/Courses in progress leading to first degrees and numbers of students enrolled in the 1984–85 session

Two institutions withdrew from CNAA validation, and so the total number of courses and the total number of new students enrolling decreased accordingly. However, while the intake of new students decreased by a little over 1000 enrolments (1·9%), student numbers overall (which included the large intakes of the previous two years) continued to rise, by 1·8% to 167,926. The overall average intake of students per course remained virtually unchanged at 42·5 students per course, compared with 42·7 in 1983–84.

A small amount of course rationalisation and more controlled recruitment to art and design courses again reduced the average intake a little to 29·5, with only three dimensional design courses showing a small average rise.

The area with the highest average intake, other than interdisciplinary courses where several modular-structure courses have very large recruitment, was again business and management studies which retained its figure at 54·6 students, very little changed for several years. Interdisciplinary courses reversed the decline of 1983–84 with a 26% rise in recruitment, partly due to an increase in the number of courses operating, but also raising the average intake by 11·9% to 139·2 students.

The lower number of arts and social studies courses in operation for 1984–85 contributed to the continuing fall in first-year enrolment, seen last year as a result of reductions in national planning targets. General and combined studies courses in arts and humanities and in social sciences reflected the reductions most noticeably, although some subject areas, particularly languages, law and librarianship, had rising average intakes resulting in a small overall improvement for these subject disciplines from 47·9 students last year to 48·3 this year.

Increased recruitment to initial teacher training courses was the main factor in the recovery of the average intake to education courses to 51·7 students, matching the level of 1982–83. Inservice course recruitment improved a little, but the average intake was hardly changed at 26·7, around two-thirds of the average number of students for all courses.

The average recruitment to courses in science and technology is lower than other areas of work, with the exception of art and design, and has fallen slightly from 38·0 to 36·6 in 1984–85. Some subjects, including biological sciences, computing and data processing, and electrical and electronic engineering, showed continuing improvements in recruitment, although subjects in the fields of the built environment, after some recovery last year, generally declined.

(Figures for 1983–84 in brackets)

	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment per course	
Art and Design								
Fashion and Textile Design	39	(40)	913	(980)	2759	(2770)	23·4	(24·5)
Fine Art	46	(44)	1727	(1903)	5371	(5484)	37·5	(43·3)
Graphic Design	30	(31)	1222	(1317)	3676	(3789)	40·7	(42·5)
History of Art and Design	8	(8)	233	(263)	668	(658)	29·1	(32·9)
Multidisciplinary	8	(8)	526	(546)	1611	(1575)	65·8	(68·2)
Photography	11	(10)	335	(356)	974	(970)	30·5	(35·6)
Three Dimensional Design	70	(75)	1301	(1332)	3796	(3782)	18·6	(17·8)
Totals	**212**	**(216)**	**6257**	**(6697)**	**18855**	**(19028)**	**29·5**	**(31·0)**

Table 5/continued

	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment per course	
Arts and Social Studies								
Arts and Humanities	71	(71)	3880	(4112)	11412	(11618)	54·6	(57·9)
Communication and Cultural Studies	11	(12)	459	(484)	1188	(1259)	41·7	(40·3)
Creative and Performing Arts	7	(7)	353	(373)	992	(997)	50·4	(53·3)
Combined Studies (Social Sciences)	33	(34)	1850	(2106)	5644	(5868)	56·1	(61·9)
Dance	1	(1)	29	(39)	90	(106)	29·0	(39·0)
Drama and Theatre	4	(4)	102	(112)	324	(307)	25·5	(28·0)
Economics	20	(21)	1040	(1038)	2725	(2707)	52·0	(49·4)
English	13	(13)	447	(483)	1337	(1390)	34·4	(37·1)
Geography	13	(14)	638	(632)	1928	(1961)	49·1	(45·1)
History	8	(8)	279	(277)	789	(773)	34·9	(34·6)
Information Science	1	(1)	19	(19)	50	(40)	19·0	(19·0)
Languages	22	(22)	1064	(1026)	3450	(3394)	48·4	(46·6)
Law	38	(37)	2576	(2341)	6286	(5837)	67·8	(63·3)
Librarianship and Information Studies	11	(12)	400	(410)	1143	(1131)	36·4	(34·3)
Music	5	(6)	137	(165)	403	(418)	27·4	(27·5)
Philosophy	1	(1)	34	(35)	82	(89)	34·0	(35·0)
Politics and Government	6	(6)	283	(254)	759	(715)	47·2	(42·3)
Psychology	11	(13)	510	(533)	1369	(1492)	46·4	(41·0)
Public and Social Administration	22	(25)	817	(885)	2589	(2722)	37·1	(36·6)
Recreation and Sports Studies	15	(16)	521	(586)	1431	(1441)	34·7	(36·6)
Sociological Studies	12	(14)	516	(515)	1510	(1449)	43·0	(36·8)
Theological and Religious Studies	8	(8)	140	(137)	414	(348)	17·5	(17·1)
Totals	**333**	**(346)**	**16094**	**(16562)**	**45915**	**(46062)**	**48·3**	**(47·9)**
Business and Management Studies								
Accountancy	24	(25)	1362	(1341)	3824	(3687)	56·8	(53·6)
Business Studies	69	(70)	4084	(4167)	13213	(12835)	59·2	(59·5)
Commerce and Secretarial Studies	7	(7)	281	(300)	814	(748)	40·1	(42·9)
Marketing	4	(3)	139	(93)	406	(364)	34·8	(31·0)
Totals	**104**	**(105)**	**5866**	**(5901)**	**18257**	**(17634)**	**56·4**	**(56·2)**
Education								
Initial Training	56	(53)	4021	(3655)	12408	(11161)	71·8	(69·0)
Inservice	45	(45)	1201	(1192)	3188	(3468)	26·7	(26·5)
Totals	**101**	**(98)**	**5222**	**(4847)**	**15596**	**(14629)**	**51·7**	**(49·5)**
Interdisciplinary courses	**18**	**(16)**	**2506**	**(1990)**	**6312**	**(5356)**	**139·2**	**(124·4)**

Table 5/continued

	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment per course	
Science and Technology								
Aeronautical Engineering	2	(2)	*	(*)	68	(64)	*	(*)
Agriculture	2	(2)	82	(82)	285	(234)	41·0	(41·0)
Archaeology	1	(1)	8	(11)	25	(31)	8·0	(11·0)
Architecture	22	(22)	893	(947)	2512	(2529)	40·6	(43·0)
Biological Science	31	(29)	1180	(1105)	3862	(3659)	38·1	(38·1)
Biomolecular and Biophysical Sciences	2	(2)	37	(61)	116	(132)	18·5	(30·5)
Building	12	(13)	412	(462)	1243	(1203)	34·3	(35·5)
Building Services Engineering	4	(4)	142	(130)	397	(351)	35·5	(32·5)
Building Surveying	6	(6)	205	(189)	637	(616)	34·2	(31·5)
Catering and Food Sciences	16	(17)	577	(567)	1669	(1578)	36·1	(33·4)
Chemical Engineering	6	(6)	144	(162)	550	(555)	24·0	(27·0)
Chemistry	30	(28)	755	(783)	2577	(2441)	25·2	(28·0)
Civil and Structural Engineering	31	(32)	1132	(1329)	3553	(3723)	36·5	(41·5)
Combined Studies (Science)	33	(36)	2505	(2942)	6643	(6909)	75·9	(81·7)
Computing and Data Processing	38	(36)	1754	(1668)	5232	(4836)	46·2	(46·3)
Computing, Mathematics and Statistics	11	(11)	269	(339)	862	(824)	24·5	(30·8)
Control Engineering	6	(6)	196	(236)	643	(633)	32·7	(39·3)
Dietetics	4	(4)	117	(136)	423	(412)	29·3	(34·0)
Electrical and Electronic Engineering	45	(46)	2322	(2062)	6370	(5973)	51·6	(44·8)
Engineering	22	(24)	686	(824)	2145	(2379)	31·2	(34·3)
Environmental and Occupational Health	5	(6)	112	(162)	424	(484)	22·4	(27·0)
Environmental Studies	8	(8)	345	(317)	1001	(949)	43·1	(39·6)
Estate Management	22	(22)	949	(943)	3030	(3036)	43·1	(42·9)
Geology and Engineering Geology	2	(2)	64	(60)	178	(180)	32·0	(30·0)
Health and Paramedical Studies	13	(15)	388	(473)	1144	(1247)	29·8	(31·5)
Home Economics	6	(7)	306	(355)	797	(829)	51·0	(50·7)
Industrial Engineering	3	(3)	73	(65)	262	(239)	24·3	(21·7)
Landscape Architecture	4	(4)	132	(134)	333	(337)	33·0	(33·5)
Land Surveying	1	(1)	44	(47)	135	(139)	44·0	(47·0)
Maritime Studies	5	(5)	171	(166)	422	(384)	34·2	(33·2)
Materials Studies	14	(14)	156	(213)	616	(666)	11·1	(15·2)
Mathematics and Statistics	28	(27)	605	(567)	1783	(1627)	21·6	(21·0)
Mechanical Engineering	47	(47)	1523	(1680)	4959	(5033)	32·4	(35·7)
Mining Engineering	3	(3)	86	(92)	273	(265)	28·7	(30·7)
Nursing	11	(9)	262	(218)	729	(650)	23·8	(24·2)
Pharmacology	2	(2)	51	(52)	140	(135)	25·5	(26·0)
Pharmacy	6	(6)	447	(505)	1389	(1428)	74·5	(84·2)
Physics	16	(17)	227	(252)	819	(838)	14·2	(14·8)
Printing Technology	1	(1)	15	(19)	56	(53)	15·0	(19·0)
Production Engineering	7	(7)	121	(94)	474	(417)	17·3	(13·4)
Quantity Surveying	21	(21)	799	(772)	2614	(2601)	38·0	(36·8)
Textile Technology	4	(4)	114	(107)	317	(292)	28·5	(26·8)
Timber Technology	1	(1)	15	(21)	54	(49)	15·0	(21·0)
Town, Urban and Regional Planning	13	(14)	341	(435)	1230	(1296)	26·2	(31·1)
Totals	**567**	**(573)**	**20762**	**(21784)**	**62991**	**(62256)**	**36·6**	**(38·0)**
Grand totals	**1335**	**(1354)**	**56707**	**(57781)**	**167926**	**(164965)**	**42·5**	**(42·7)**

(* indicates no separate or direct enrolments to courses)

Table 6/Student enrolments on part-time first degree courses in the 1984–85 session

The number of part-time first degree courses operating in 1984–85 increased by 2, consolidating the growth of the last few years. First-year and overall enrolment rose only slightly, and the average recruitment remained constant at the 1983–84 level of 21·8 students per course.

Only arts and social studies and interdisciplinary courses experienced improved part-time intakes in 1984–85, although art and design and science and technology carried through rising enrolment overall as a result of the upward trend of previous years. Although education course recruitment has stabilised, the overall numbers have continued downwards, reflecting the pressure on places and targets now being exercised. Some subjects had significant improvements in recruitment, notably law, social sciences, computing and data processing and quantity surveying, whilst others including geography, chemistry and mathematics sustained the declining trend observed last year.

Students studying at first degree level in the part-time mode represented 11·2% of the intakes at this level, a figure which has continued to move gently upwards for several years.

(Figures for 1983–84 in brackets)

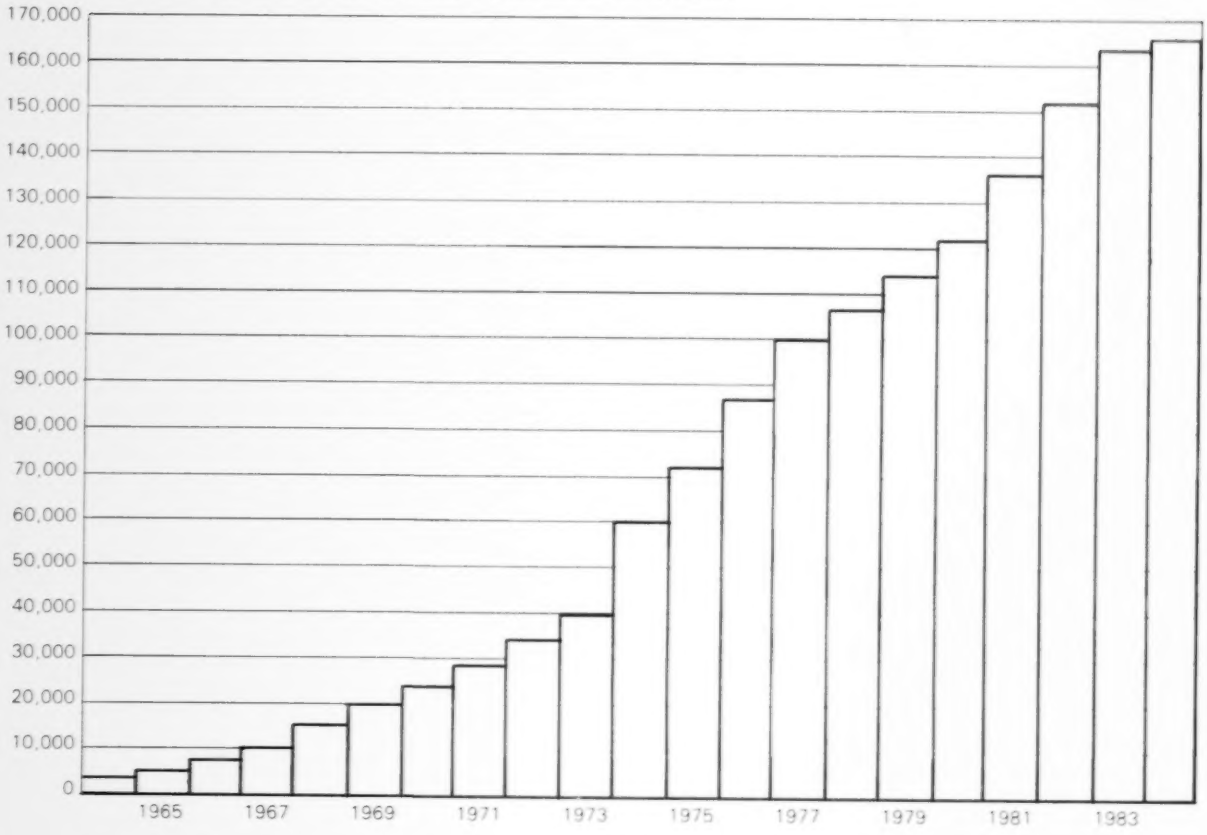
	Number of courses In operation		First-year enrolment		Total enrolment	
Art and Design	**9**	**(7)**	**147**	**(155)**	**372**	**(248)**
Arts and Social Studies						
Combined Studies (Humanities)	26	(24)	397	(412)	1219	(1146)
Economics	3	(4)	46	(65)	109	(141)
English	5	(5)	99	(105)	327	(326)
Geography	1	(2)	4	(5)	26	(40)
History	1	(1)	25	(18)	63	(42)
Languages	2	(2)	94	(90)	100	(105)
Law	14	(13)	773	(582)	1543	(1253)
Librarianship	2	(3)	17	(5)	67	(53)
Politics	1	(1)	39	(16)	87	(56)
Psychology	3	(4)	52	(82)	148	(205)
Public and Social Administration	4	(5)	18	(95)	65	(242)
Social Science and Sociology	12	(12)	276	(233)	628	(568)
Theology	1	(1)	5	(2)	16	(16)
Totals	**75**	**(77)**	**1845**	**(1710)**	**4398**	**(4193)**
Business and Management Studies						
Business Studies	21	(22)	837	(947)	2050	(2265)
Commerce and Secretarial Studies	2	(2)	3	(20)	16	(20)
Totals	**23**	**(24)**	**840**	**(967)**	**2066**	**(2285)**
Education	**42**	**(42)**	**1154**	**(1166)**	**3284**	**(3582)**
Interdisciplinary courses	**6**	**(5)**	**258**	**(200)**	**382**	**(270)**

Table 6/continued

	Number of courses In operation		First-year enrolment		Total enrolment	
Science and Technology						
Archaeological Sciences	1	(1)	8	(11)	25	(31)
Architecture	3	(3)	36	(46)	150	(182)
Biological Sciences	12	(11)	203	(162)	542	(478)
Building Services Engineering	2	(2)	68	(63)	154	(122)
Building	1	(1)	18	(34)	55	(67)
Catering Administration	0	(1)	0	(4)	0	(12)
Chemical Engineering	2	(2)	0	(2)	13	(9)
Chemistry	11	(11)	138	(158)	457	(472)
Civil Engineering	6	(5)	80	(129)	233	(249)
Combined Studies	5	(6)	114	(120)	210	(215)
Computing and Data Processing	10	(10)	250	(208)	625	(538)
Computing, Mathematics and Statistics	1	(1)	14	(0)	14	(8)
Electrical and Electronic Engineering	11	(11)	219	(199)	601	(563)
Engineering	7	(8)	120	(159)	406	(440)
Environmental and Occupational Health	1	(1)	18	(21)	38	(39)
Health and Paramedical Studies	5	(5)	62	(87)	154	(133)
Industrial Engineering	1	(1)	0	(0)	7	(7)
Materials Studies	8	(8)	41	(80)	204	(239)
Mathematics and Statistics	12	(13)	110	(134)	327	(397)
Mechanical Engineering	12	(12)	165	(176)	518	(494)
Nursing	4	(3)	89	(57)	174	(120)
Physics	8	(9)	81	(92)	265	(288)
Production Engineering	3	(3)	28	(7)	65	(47)
Surveying:						
Building Surveying	2	(2)	44	(39)	174	(179)
Estate Management	3	(2)	42	(29)	200	(191)
Quantity Surveying	6	(5)	161	(114)	628	(535)
Textile Technology	1	(1)	9	(9)	22	(34)
Town Planning	1	(1)	13	(19)	57	(65)
Totals	**139**	**(139)**	**2131**	**(2159)**	**6318**	**(6154)**
Grand Totals	**294**	**(292)**	**6375**	**(6357)**	**16820**	**(16732)**

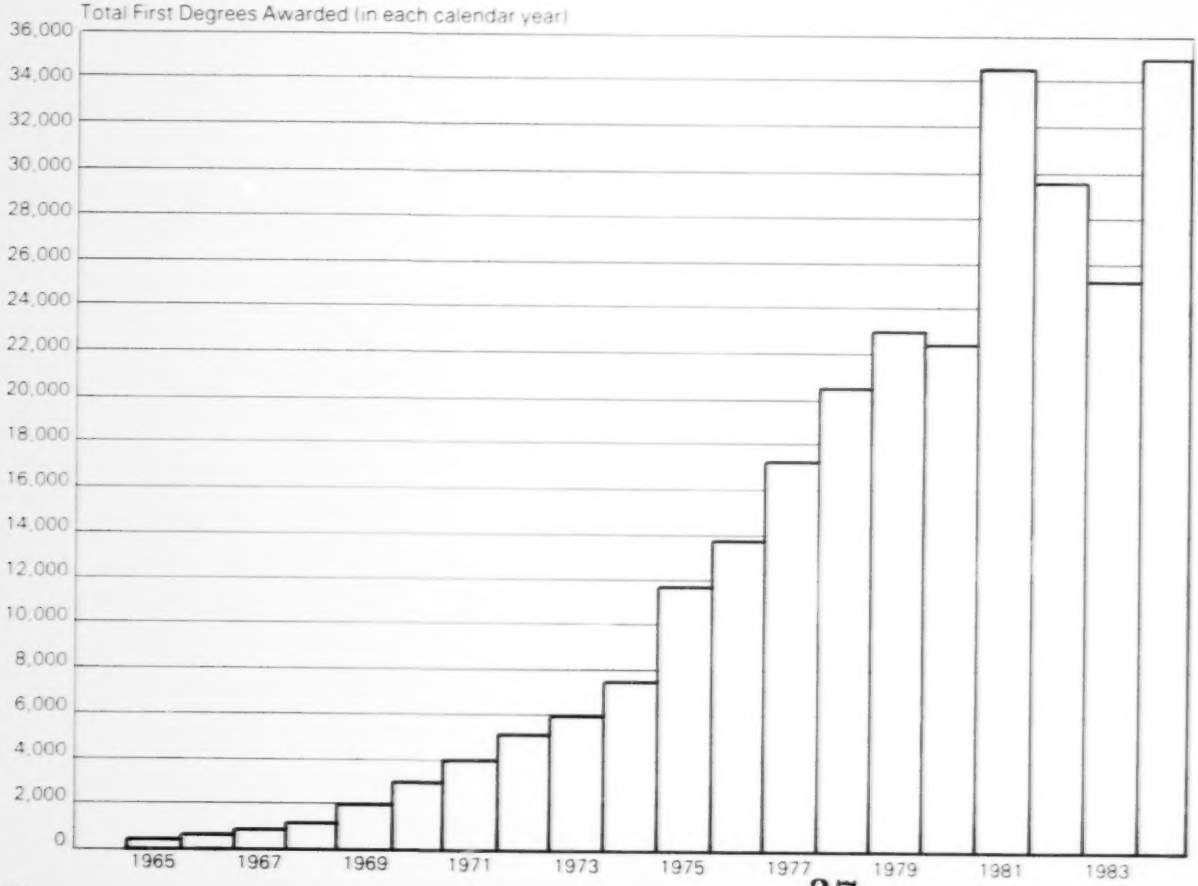
CNAA First Degree Enrolments and Graduations

Total Enrolments – all Students on First Degree Courses (at October)



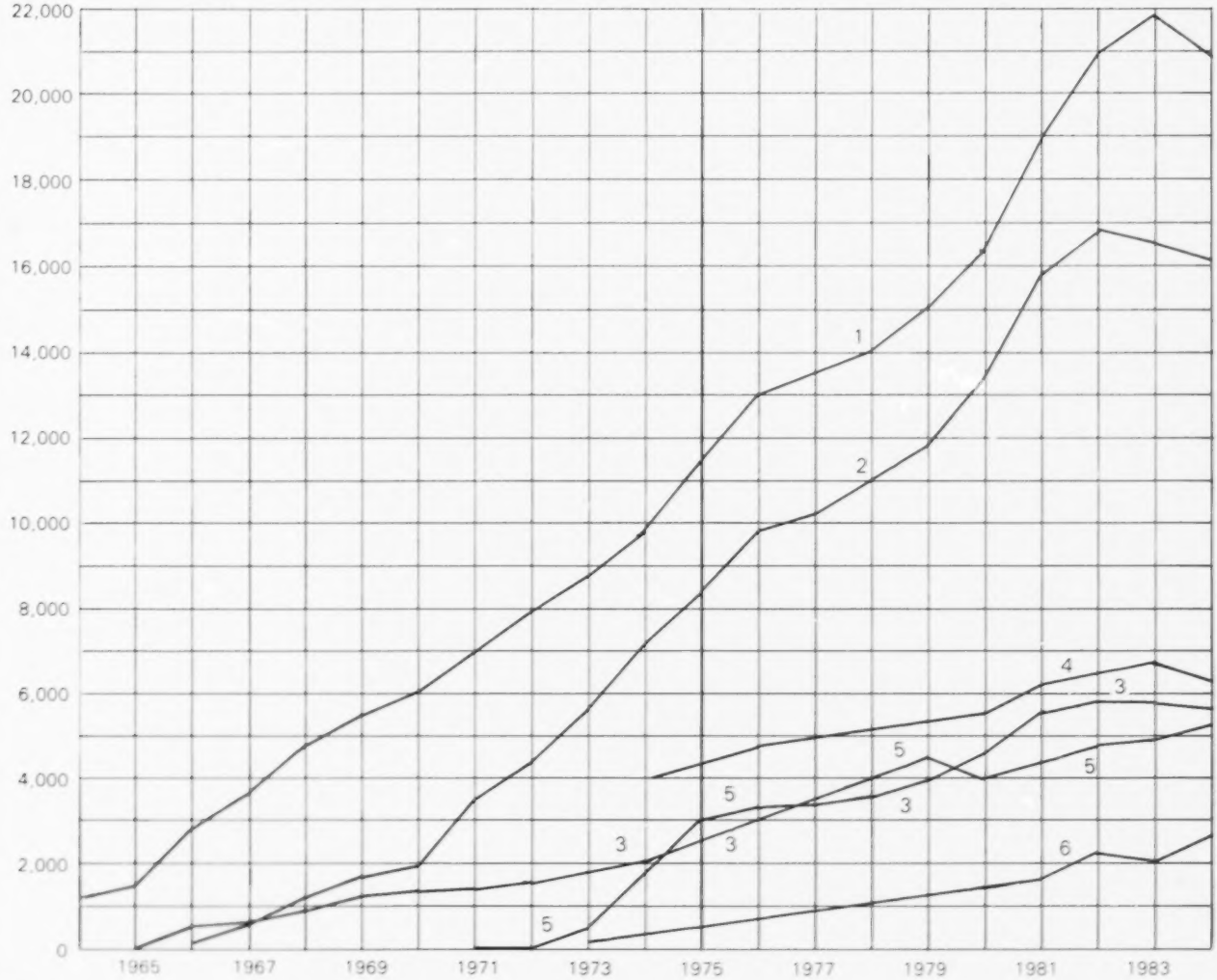
Enrolments to Art and Design courses are shown from 1974 when the work of the former NCDAD was transferred to CNAA.

Total First Degrees Awarded (in each calendar year)

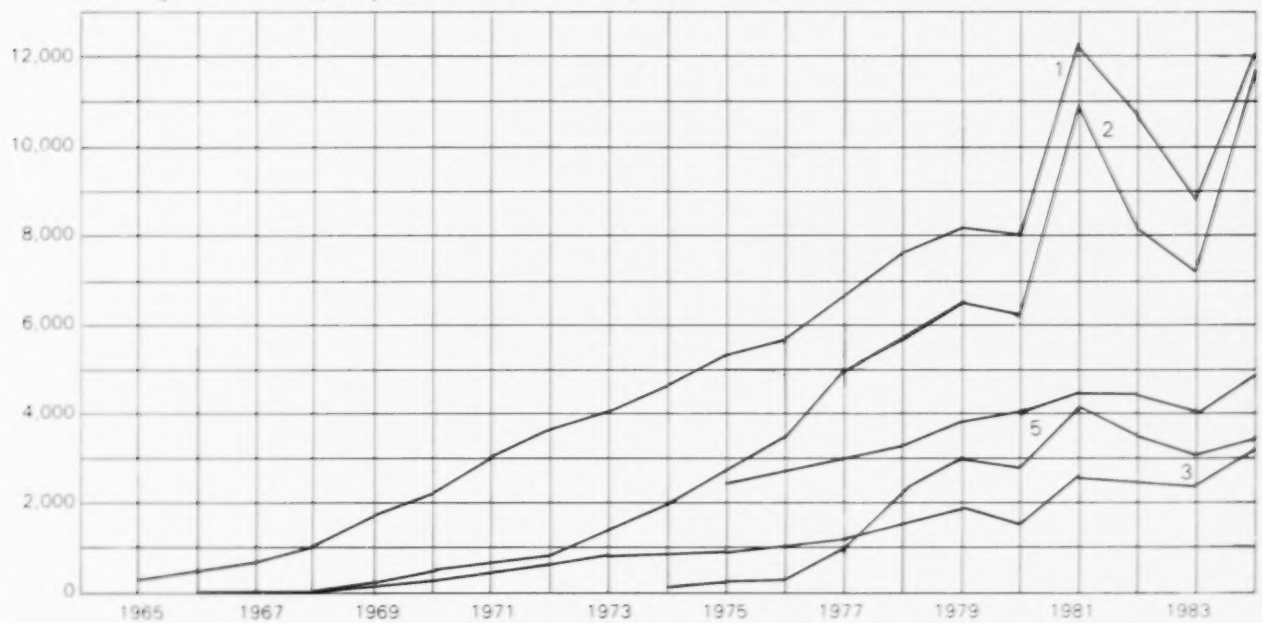


CNAA First Degree Enrolments and Graduations

First Year Enrolments (at October)



First Degrees Awarded by Subject Area (in each calendar year)



1 Science and Technology
2 Arts and Social Studies
3 Business and Management Studies
4 Art and Design
5 Education
6 Interdisciplinary

Table 7/Certificate and DipHE courses in progress and number of students enrolled in the 1984–85 session

A small rise in the number of Certificate courses in operation, as a result of new approvals in the field of youth and community work, reversed the declining trend of enrolments, with the average intake rising to 28·3 students. Whilst the number of terminal (ie free-standing) DipHE courses reduced a little, the first-year recruitment improved slightly, causing the average intake to rise sharply from 81·5 to 97·7.

(Figures for 1983–84 in brackets)

	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment per course	
Diploma of Higher Education								
Terminal DipHE courses	18	(21)	1758	(1712)	3013	(3040)	97·7	(81·5)
DipHE courses linked to degree courses already listed above	52	(50)	4471	(3988)	8390	(7888)	86·0	(79·7)
Totals	**70**	**(71)**	**6229**	**(5700)**	**11403**	**(10928)**	**88·9**	**(80·3)**
Certificate	**7**	**(5)**	**198**	**(129)**	**324**	**(254)**	**28·3**	**(25·8)**

Table 8/Certificate in Education courses in progress and number of students enrolled in the 1984–85 session

Although there was a loss of five courses in operation, the 1984–85 intake to Certificate in Education courses remained at its previous level, with overall enrolment increasing significantly as a result of the rising recruitment of recent years following through. Whilst the average intake to courses for teachers in schools halved to only 12, the continuing demand for courses for further and higher education teachers raised the overall average intake by over 20% to 100 students.

(Figures for 1983–84 in brackets)

	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment	
Certificate in Education								
Certificate in Education (further and higher education)	17	(19)	2140	(2007)	3451	(2977)	126	(106)
Other Certificate in Education courses	5	(8)	61	(198)	85	(220)	12	(25)
Totals	**22**	**(27)**	**2201**	**(2205)**	**3536**	**(3197)**	**100**	**(82)**

Table 9/Second first degree courses in progress and number of students enrolled in the 1984–85 session

Once again the average intake on the only two second first degrees in operation increased, rising to 26 students from 24 last year and 19 in 1982–83, thus bringing these courses to the same average level of recruitment as first degree courses in town planning.

(Figures for 1983–84 in brackets)

	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment	
Bachelor of Town Planning	**2**	**(2)**	**52**	**(47)**	**116**	**(97)**	**26**	**(24)**

Table 10/Number of students following postgraduate courses in the 1984–85 session

The development of postgraduate courses has continued at a substantial rate, and although the 13% increase in student numbers in 1983–84 was followed by a 7.3% rise in 1984–85, this was still considerably greater growth than in previous years. All postgraduate award types experienced higher enrolment in 1984–85, including the Postgraduate Certificate in Education where numbers have returned to the levels of the early eighties as a result of new courses being approved.

All subject areas overall showed a rising trend of enrolment, although in business and management studies this arose from a recovery of numbers enrolled on DMS courses, whilst masters' degree courses in this area declined a little. The 2:1 ratio of part-time to full-time/sandwich mode students at the postgraduate level has now beome a consistent overall pattern and is shown in the 1984–85 figures, although this is not so for each separate postgraduate award type.

(Figures for 1983–84 in brackets)

	Masters' Degrees		Postgraduate Diploma		Diploma in Management Studies		Postgraduate Certificate		Total	
Area of study										
Art and Design	517	(442)	145	(149)	—	(—)	—	(—)	662	(591)
Arts and Social Studies	1245	(1162)	661	(563)	—	(—)	—	(—)	1906	(1725)
Business and Management Studies	794	(837)	674	(653)	5595	(5347)	—	(—)	7063	(6837)
Education	709	(670)	559	(492)	—	(—)	1996	(1784)	3264	(2946)
Science and Technology	1761	(1600)	722	(635)	—	(—)	—	(—)	2483	(2235)
Totals	**5026**	**(4711)**	**2761**	**(2492)**	**5595**	**(5347)**	**1996**	**(1784)**	**15378**	**(14334)**
Type of course										
Full-time and sandwich	1248	(1176)	1287	(1182)	527	(534)	1996	(1784)	5058	(4676)
Part-time	3778	(3535)	1474	(1310)	5068	(4813)	—	(—)	10320	(9658)
Totals	**5026**	**(4711)**	**2761**	**(2492)**	**5595**	**(5347)**	**1996**	**(1784)**	**15378**	**(14334)**

Table 11/Student enrolments on courses leading to the award of the Council's Master's degree in the 1984–85 session

The number of courses and the intake of students at Master's degree level have, for the first time for several years, shown no significant increase over last year, although individual subject areas continue to grow. A new course was offered for the first time in the area of recreation and sports studies and both computing and data processing and electrical, electronic and control engineering have shown marked rises in student enrolment. These areas of growth are balanced, however, by significant decreases in social science, management studies and town planning.

First-year intakes grew by only 1.2% compared with 37.1% last year and 9.3% in 1982–83. The overall enrolment to Master's degree courses did increase by 6.6%, but this was itself much lower than the 28.3% in 1983–84 and 13% in the previous year.

Once again, the average enrolment per course has reached a new peak of 22.9.

(Figures for 1983–84 in brackets)

	Number of courses in operation		First-year enrolment		Total enrolment	
Art and Design						
Design	1	(1)	5	(9)	13	(17)
Fashion and Textile Design	5	(5)	34	(45)	71	(73)
Fine Art	7	(6)	96	(84)	122	(96)
Graphic Design	4	(4)	36	(38)	67	(73)
History of Art and Design	3	(3)	37	(34)	81	(56)
Photography, Film and Television	2	(1)	39	(13)	39	(13)
Three Dimensional Design	10	(10)	71	(70)	124	(115)
Totals	**32**	**(30)**	**318**	**(293)**	**517**	**(442)**
Arts and Social Studies						
Communication Studies	1	(1)	12	(14)	26	(17)
Dance	2	(2)	9	(8)	20	(11)
Drama and Theatre	1	(1)	15	(0)	29	(33)
Economics	2	(3)	15	(43)	72	(61)
English	1	(1)	13	(18)	35	(40)
History	10	(8)	137	(134)	308	(249)
Humanities	1	(2)	16	(17)	32	(35)
Languages	1	(1)	14	(12)	36	(32)
Legal Studies	2	(2)	76	(62)	96	(82)
Librarianship	4	(4)	25	(34)	48	(49)
Linguistics	1	(1)	0	(19)	11	(28)
Politics and Government	2	(2)	41	(40)	55	(58)
Psychology	6	(6)	44	(64)	105	(112)
Public Administration	2	(1)	35	(13)	48	(29)
Recreation and Sports Studies	1	(–)	18	(–)	18	(–)
Social Science	2	(3)	20	(41)	29	(41)
Sociological Studies	5	(6)	142	(136)	272	(276)
Theology	1	(1)	5	(9)	5	(9)
Totals	**44**	**(45)**	**637**	**(664)**	**1245**	**(1162)**

Table 11/continued

	Number of courses in operation		First-year enrolment		Total enrolment	
Business and Management Studies						
Accountancy	2	(2)	20	(14)	43	(37)
Management Studies	18	(18)	404	(442)	751	(800)
Totals	**20**	**(20)**	**424**	**(456)**	**794**	**(837)**
Education	**24**	**(24)**	**266**	**(286)**	**709**	**(670)**
Science and Technology						
Architecture	2	(2)	10	(22)	22	(34)
Catering and Food Sciences	1	(1)	7	(4)	12	(12)
Chemical Engineering	0	(1)	0	(0)	0	(1)
Chemistry	13	(13)	72	(78)	179	(157)
Combined Studies (Science)	2	(2)	7	(8)	14	(21)
Computing and Data Processing	13	(14)	356	(305)	484	(371)
Electrical, Electronic and Control Engineering	9	(8)	188	(169)	261	(245)
Engineering	7	(8)	91	(82)	118	(99)
Environmental Studies	2	(2)	6	(23)	22	(23)
Geology	3	(3)	43	(16)	52	(31)
Health and Paramedical Studies	1	(1)	10	(9)	19	(16)
Life Sciences	8	(9)	92	(52)	114	(100)
Maritime Studies	2	(2)	21	(26)	21	(26)
Materials Studies	9	(8)	64	(42)	97	(77)
Mathematics and Statistics	4	(3)	23	(20)	33	(30)
Mechanical and Production Engineering	5	(5)	55	(43)	80	(72)
Pharmacy	1	(2)	0	(8)	5	(10)
Physics	8	(7)	58	(66)	100	(94)
Surveying	1	(1)	22	(25)	44	(39)
Town Planning	6	(6)	22	(64)	64	(126)
Transport	2	(1)	20	(16)	20	(16)
Totals	**99**	**(99)**	**1167**	**(1078)**	**1761**	**(1600)**
Grand totals	**219**	**(218)**	**2812**	**(2778)**	**5026**	**(4711)**

Table 12/Student enrolments on courses leading to the award of the Council's Postgraduate Diploma in the 1984 – 85 session

The trend of overall enrolment to postgraduate Diploma courses has been upwards for a number of years and in 1984 – 85 that movement was underlined by increased enrolment although with fewer courses operating. This resulted in the average overall enrolment per course rising from 23.3 to 26.5 students, a figure which has almost doubled in the last five years.

Graphic design recruited for the first time and intakes to librarianship and information studies courses recovered to the level they had held before the reduction last year. Recruitment to computing and health and paramedical studies continued to be good, but mathematics achieved lower intakes than in recent years.

There was a 10.9% increase in first-year intakes to these courses in 1984 – 85, bringing the average intake per course to 20.1, the highest level it has reached.

(Figures for 1983 – 84 in brackets)

	Number of courses in operation		First-year enrolment		Total enrolment	
Art and Design						
Fine Art	2	(2)	22	(22)	41	(35)
Graphic Design	1	(—)	15	(—)	15	(—)
History of Art and Design	1	(1)	0	(13)	11	(13)
Photography, Film and Television	3	(3)	49	(54)	70	(90)
Three Dimensional Design	1	(1)	8	(11)	8	(11)
Totals	**8**	**(7)**	**94**	**(100)**	**145**	**(149)**
Arts and Social Studies						
Communication and Cultural Studies	1	(1)	27	(30)	27	(30)
English	2	(1)	44	(14)	52	(18)
Languages	3	(4)	46	(45)	55	(55)
Legal Studies	1	(0)	15	(0)	15	(0)
Librarianship and Information Studies	13	(11)	343	(294)	419	(371)
Public and Social Administration	3	(3)	47	(42)	63	(65)
Recreation and Sports Studies	2	(2)	22	(24)	30	(24)
Totals	**25**	**(22)**	**544**	**(449)**	**661**	**(563)**

Table 12/continued

	Number of courses in operation		First-year enrolment		Total enrolment	
Business and Management Studies						
Business Studies	9	(8)	155	(148)	186	(179)
Management Studies	15	(15)	389	(363)	488	(474)
Totals	**24**	**(23)**	**544**	**(511)**	**674**	**(653)**
Education	**14**	**(14)**	**342**	**(290)**	**559**	**(492)**
Science and Technology						
Architecture	1	(1)	9	(13)	9	(13)
Agriculture	1	(1)	26	(25)	26	(25)
Catering and Food Sciences	1	(1)	45	(39)	45	(39)
Chemistry	2	(2)	12	(12)	17	(16)
Civil Engineering and Surveying	2	(3)	19	(29)	23	(34)
Computing and Data Processing	5	(8)	92	(102)	157	(121)
Electrical, Electronic and Control Engineering	1	(1)	13	(18)	13	(18)
Engineering	2	(2)	45	(53)	45	(53)
Environmental Studies	2	(2)	18	(15)	46	(37)
Geology	2	(2)	28	(17)	44	(17)
Health and Paramedical Studies	5	(7)	102	(99)	111	(115)
Maritime Studies	1	(1)	23	(21)	23	(21)
Materials Studies	1	(1)	20	(16)	20	(16)
Mathematics and Statistics	2	(4)	9	(25)	17	(35)
Mechanical Engineering	1	(1)	36	(15)	43	(15)
Physics	2	(2)	40	(30)	48	(37)
Town Planning	1	(1)	15	(8)	19	(14)
Transport	1	(1)	16	(0)	16	(9)
Totals	**33**	**(41)**	**568**	**(537)**	**722**	**(635)**
Grand totals	**104**	**(107)**	**2092**	**(1887)**	**2761**	**(2492)**

Table 13/Student enrolments on courses leading to the award of the Postgraduate Certificate in Education in the 1984–85 session

The increase once again in the number of courses operating has meant a further rise in recruitment, with the average enrolment staying at 60, to bring the student enrolment back to the level of 1981–82.

(Figures for 1983–84 in brackets)

	Number of courses in operation		Student enrolment		Average overall enrolment	
Postgraduate Certificate in Education	**33**	**(30)**	**1996**	**(1784)**	**60**	**(60)**

Table 14/Student enrolments on courses leading to the award of the Diploma in Management Studies in the 1984–85 session

After a number of years of declining course numbers and recruitment, a more stable position now appears to have been reached, with a rise of 4% in total enrolment in 1984–85. In particular, the recruitment and average enrolment to extra-mural centre courses have increased by one-fifth and overall average first-year enrolment increased again to 26.

(Figures for 1983–84 in brackets)

	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment	
Main centres: England, Wales and Northern Ireland	93	(95)	2602	(2617)	4541	(4373)	28	(27)
Main centres: Scotland	6	(6)	149	(158)	286	(295)	25	(26)
Extra-mural centres	28	(28)	521	(436)	768	(679)	19	(16)
Totals	**127**	**(129)**	**3272**	**(3211)**	**5595**	**(5347)**	**26**	**(25)**

Table 15/Student enrolments on courses leading to the award of the Diploma in Professional Studies in the 1984–85 session

A further large increase in the number of approved courses in operation lead to a 25% increase in recruitment in 1984–85. Courses in education and in nursing showed similar rises, although there was no change in the average recruitment per course.

(Figures for 1983–84 in brackets)

Subject area	Number of courses in operation		First-year enrolment		Total enrolment		Average first-year enrolment per course	
Education	82	(67)	1174	(945)	1754	(1474)	14	(14)
Nursing	5	(4)	103	(81)	153	(89)	21	(20)
Totals	**87**	**(71)**	**1277**	**(1026)**	**1907**	**(1563)**	**15**	**(15)**

Table 16/Candidates registered for the Council's research degrees of Master of Philosophy and Doctor of Philosophy at 31 December 1984

(Figures for 1983 in brackets)

Area of study	Number of Candidates				Total	
	Colleges		Research and industrial establishments			
Art and Design	94	(78)	—	(—)	94	(78)
Arts and Social Studies						
Combined Studies (Humanities)	3	(4)	—	(—)	3	(4)
Combined Studies (Social Sciences)	12	(13)	—	(—)	12	(13)
Communication Studies	12	(12)	—	(—)	12	(12)
Creative and Performing Arts	1	(1)	—	(—)	1	(1)
Dance	8	(8)	—	(—)	8	(8)
Drama	2	(2)	—	(—)	2	(2)
Economics	53	(59)	—	(—)	53	(59)
English	41	(32)	—	(—)	41	(32)
History	84	(80)	1	(2)	85	(82)
Geography	54	(57)	—	(—)	54	(57)
Languages	19	(12)	—	(—)	19	(12)
Legal Studies	42	(36)	—	(—)	42	(36)
Librarianship	20	(27)	—	(—)	20	(27)
Linguistics	8	(8)	—	(—)	8	(8)
Music	10	(7)	—	(—)	10	(7)
Philosophy	10	(14)	—	(—)	10	(14)
Political Studies	27	(30)	—	(—)	27	(30)
Psychology	73	(74)	2	(2)	75	(76)
Public and Social Administration	22	(25)	—	(—)	22	(25)
Recreation	9	(10)	—	(—)	9	(10)
Sociological Studies	67	(74)	—	(—)	67	(74)
Theological Studies	30	(24)	—	(—)	30	(24)
Totals	**607**	**(609)**	**3**	**(4)**	**610**	**(613)**
Business and Management	**131**	**(132)**	**—**	**(1)**	**131**	**(133)**
Education	**166**	**(156)**	**—**	**(—)**	**166**	**(156)**
Science and Technology						
Architecture	64	(54)	—	(2)	64	(56)
Building	26	(24)	1	(1)	27	(25)
Chemistry	315	(327)	11	(17)	326	(344)
Civil Engineering	103	(111)	1	(3)	104	(114)
Computing	86	(79)	—	(—)	86	(79)
Electrical, Electronic and Control Engineering	208	(180)	3	(5)	211	(185)
Engineering	91	(86)	1	(7)	92	(93)
Environmental Studies and Geology	69	(83)	2	(4)	71	(87)
Food/Accommodation	30	(17)	1	(1)	31	(18)
Health and Medical Services	60	(42)	5	(6)	65	(48)
Life Sciences	532	(543)	187	(188)	719	(731)

Table 16/continued

Area of study	Number of Candidates				Total	
	Colleges		Research and industrial establishments			
Manufacturing, Mechanical and Production Engineering	205	(193)	2	(1)	207	(194)
Maritime Studies	24	(26)	—	(—)	24	(26)
Mathematics	95	(73)	1	(3)	96	(76)
Materials Studies	95	(96)	9	(10)	104	(106)
Pharmacy	81	(89)	22	(25)	103	(114)
Physics	119	(129)	2	(10)	121	(139)
Surveying	21	(24)	—	(—)	21	(24)
Town Planning	47	(48)	—	(4)	47	(52)
Totals	**2271**	**(2224)**	**248**	**(287)**	**2519**	**(2511)**
Grand totals	**3269**	**(3199)**	**251**	**(292)**	**3520**	**(3491)**

Table 17/Awards of the Council's degrees of Master of Philosophy and Doctor of Philosophy at 31 December 1984

(Figures for 1983 in brackets)

Area of study	PhD 1984		PhD cumulative total	MPhil 1984		MPhil cumulative total	Total awards 1984	Grand cumulative total
Art and Design	**3**	**(3)**	**21**	**6**	**(4)**	**33**	**9**	**54**
Arts and Social Studies								
Combined Studies (Humanities)	1	(1)	3	1	(—)	3	2	6
Combined Studies (Social Sciences)	1	(1)	4	2	(—)	5	3	9
Communication Studies	—	(—)	2	1	(—)	5	1	7
Dance	—	(2)	2	—	(—)	—	—	2
Economics	4	(4)	18	3	(2)	18	7	36
English	—	(2)	4	3	(4)	9	3	13
Geography	5	(1)	18	1	(3)	11	6	29
History	6	(3)	18	6	(3)	17	12	35
Languages	—	(—)	5	—	(1)	9	—	14
Legal Studies	(1)	(1)	5	3	(3)	16	4	21
Librarianship	—	(—)	1	6	(2)	17	6	18
Linguistics	—	(—)	3	1	(—)	2	1	5
Music	—	(—)	—	—	(2)	2	—	2
Philosophy	2	(—)	2	1	(1)	2	3	4
Political Studies	1	(1)	6	—	(—)	4	1	10
Psychology	8	(7)	33	2	(2)	12	10	45
Public and Social Administration	1	(—)	3	1	(1)	13	2	16
Recreation and Sport	—	(—)	—	—	(1)	2	—	2
Sociological Studies	4	(1)	16	3	(2)	19	7	35
Theological Studies	—	(1)	3	3	(1)	9	3	12
Totals	**34**	**(25)**	**146**	**37**	**(29)**	**175**	**71**	**321**
Business and Management	**4**	**(5)**	**34**	**8**	**(9)**	**45**	**12**	**79**
Education	**6**	**(2)**	**21**	**17**	**(7)**	**63**	**23**	**84**
Science and Technology								
Architecture	2	(9)	21	1	(2)	14	3	35
Building	1	(—)	2	2	(1)	17	3	19
Chemistry	52	(48)	637	17	(7)	132	69	769
Civil Engineering	14	(8)	68	6	(5)	51	20	119
Computing	5	(3)	24	7	(5)	34	12	58
Electrical, Electronic and Control Engineering	23	(17)	180	5	(13)	112	28	292
Engineering	11	(9)	60	6	(2)	45	17	105
Environmental Studies and Geology	16	(7)	49	4	(5)	26	20	75
Food/Accommodation	1	(—)	5	3	(3)	14	4	19
Health and Medical Services	2	(1)	7	2	(2)	16	4	23
Life Sciences	106	(92)	738	19	(22)	195	125	933

Table 17/continued

Area of study	PhD 1984		PhD cumulative total	MPhil 1984		MPhil cumulative total	Total awards 1984	Grand cumulative total
Manufacturing, Mechanical and Production Engineering	22	(15)	204	7	(6)	109	29	313
Maritime Studies	5	(1)	13	2	(1)	22	7	35
Materials Studies	15	(30)	256	6	(4)	68	21	324
Mathematics	5	(10)	47	3	(2)	31	8	78
Pharmacy	19	(19)	165	6	(7)	41	25	206
Physics	16	(10)	197	7	(7)	52	23	249
Surveying	4	(1)	8	2	(4)	11	6	19
Town Planning	—	(2)	6	2	(2)	16	2	22
Totals	**319**	**(282)**	**2687**	**107**	**(100)**	**1006**	**426**	**3693**
Grand totals	**366**	**(317)**	**2909**	**175**	**(149)**	**1322**	**541**	**4231**

Table 18/Awards of the Council's degrees of BA, BEd, BSc, BTP and of the DipHE,

	Honours programmes									
	1st		2nd (i)		2nd (ii)		3rd		Unclassified degree	
	M	F	M	F	M	F	M	F	M	F
Accountancy	6	8	112	47	266	109	88	25	21	9
Agriculture	0	0	6	3	11	2	1	0	0	0
Archaeology	0	0	0	0	0	0	0	0	0	0
Architecture	25	1	120	12	186	50	81	10	22	3
Art and Design	8	9	12	33	29	42	5	19	0	1
Arts and Humanities	29	33	326	535	515	922	102	114	23	29
Biological Sciences	10	20	150	138	258	189	53	28	16	3
Building	5	0	25	0	29	0	6	0	1	0
Building Services Engineering	0	0	7	1	13	0	0	0	0	0
Building Surveying	0	0	10	1	7	0	1	0	2	0
Business Studies	29	12	331	270	700	338	101	44	23	11
Catering and Food Sciences	0	3	7	22	14	21	4	4	1	2
Chemical Engineering	2	0	19	3	30	1	12	0	4	1
Chemistry	15	5	47	25	84	28	24	8	4	1
Civil Engineering	29	1	90	1	136	5	54	2	9	1
Combined Studies (Science)	40	16	190	86	306	202	85	48	35	11
Commerce and Secretarial Studies	0	0	0	0	0	0	0	0	0	0
Communication and Cultural Studies	9	13	101	129	100	176	10	8	2	5
Computing and Data Processing	30	14	139	48	163	55	49	9	10	3
Computing, Mathematics and Statistics	1	3	4	5	8	3	0	0	2	0
Creative and Performing Arts	3	10	35	66	34	87	3	15	1	11
Dance	0	2	0	4	0	17	1	3	0	0
Dietetics	0	1	0	6	0	7	0	0	0	0
Drama and Theatre	0	2	9	8	8	11	1	0	0	1
Economics	8	2	113	39	294	90	86	19	42	3
Education	29	50	148	415	268	636	59	71	10	15
Electrical, Electronic and Control Engineering	72	0	240	6	248	9	129	8	51	1
English	8	3	28	77	57	157	6	17	1	3
Environmental Studies	6	4	64	41	110	77	25	10	8	4
Environmental and Occupational Health	2	2	23	14	21	21	3	2	3	1
Estate Management	6	1	76	9	102	25	14	7	2	0
European Studies	0	0	2	5	4	4	2	2	0	0
Fashion and Textile Design	4	53	16	181	17	255	12	90	1	2
Fine Art	79	64	279	313	301	325	95	72	6	3
Geography	7	6	107	73	238	147	39	16	14	2
Geology	4	0	22	2	39	8	12	2	5	1
Graphic Design	37	25	202	152	203	232	70	64	1	0
Health and Paramedical Studies	1	3	13	38	17	45	1	5	1	0
History	4	0	15	21	43	50	3	7	3	3
History of Art and Design	3	3	25	58	33	59	3	5	0	1
Home Economics	0	2	0	17	0	14	0	0	0	0
Independent Study following DipHE	0	2	7	12	7	10	3	3	0	0
Industrial and Production Engineering	6	0	33	2	18	2	5	1	2	0
Landscape Architecture	1	1	12	5	17	17	5	3	0	1
Law	2	1	111	81	376	332	119	83	27	8
Librarianship and Information Studies	1	1	16	60	28	80	4	14	0	0
Maritime Studies	6	1	18	1	11	1	4	2	1	0
Materials Studies	6	1	27	5	35	5	8	0	6	0
Mathematics and Statistics	9	7	33	12	45	35	32	13	6	3
Mechanical Engineering	41	0	157	3	206	4	55	1	24	1
Mining Engineering	0	0	4	0	5	0	1	0	2	0
Modern Languages	7	6	54	75	54	193	15	40	6	17
Modular and Multidisciplinary courses	20	15	58	132	138	201	40	43	22	17

Degree programmes								Total	
Aegrotat		Degree with commendation		Degree		Aegrotat		Total	
M	F	M	F	M	F	M	F		
0	0	19	7	177	85	0	0	979	Accountancy
0	0	0	0	0	0	0	0	23	Agriculture
0	0	3	0	4	4	0	0	11	Archaeology
0	0	7	1	60	7	0	0	585	Architecture
0	0	3	8	11	33	0	0	213	Art and Design
0	4	5	16	32	64	0	0	2749	Arts and Humanities
1	0	0	1	36	56	0	0	959	Biological Sciences
0	0	6	0	76	4	0	0	152	Building
0	0	9	0	25	0	0	0	55	Building Services Engineering
0	0	3	0	68	7	0	0	99	Building Surveying
3	1	3	4	131	40	1	0	2042	Business Studies
0	0	4	15	39	73	0	1	210	Catering and Food Sciences
0	0	4	0	29	1	0	0	106	Chemical Engineering
0	0	2	5	73	24	0	0	345	Chemistry
0	0	55	1	272	6	0	0	662	Civil Engineering
1	0	7	7	215	104	0	0	1353	Combined Studies (Science)
0	0	1	28	15	90	0	0	134	Commerce and Secretarial Studies
0	0	1	2	2	6	0	0	564	Communication and Cultural Studies
0	0	24	8	133	44	0	0	729	Computing and Data Processing
0	0	2	0	12	2	0	0	42	Computing, Mathematics and Statistics
0	1	0	0	0	2	0	0	268	Creative and Performing Arts
0	0	0	0	0	0	0	0	27	Dance
0	0	0	5	1	39	0	0	59	Dietetrics
0	0	0	0	0	0	0	0	40	Drama and Theatre
2	1	2	1	2	1	31	4	737	Economics
1	2	22	42	408	887	0	3	3066	Education
1	0	50	2	357	12	0	0	1186	Eletrical, Electronic and Control Engineering
0	0	0	0	7	19	0	0	383	English
1	0	0	0	6	2	0	0	358	Environmental Studies
1	0	1	3	8	9	1	0	115	Environmental and Occupational Health
1	0	20	7	430	64	0	1	765	Estate Management
0	0	0	0	0	0	0	0	19	European Studies
0	0	0	0	0	0	0	0	631	Fashion and Textile Design
79	0	0	0	0	0	0	0	1537	Fine Art
0	0	1	0	5	1	0	0	656	Geography
0	0	0	0	2	0	0	0	97	Geology
0	1	0	0	0	0	0	0	987	Graphic Design
0	0	0	11	2	41	0	0	178	Health and Paramedical Studies
0	0	0	0	1	0	0	0	150	History
0	0	0	0	0	1	0	0	191	History of Art and Design
0	0	0	9	1	144	0	0	187	Home Economics
0	0	0	0	0	0	0	0	44	Independent Study following DipHE
0	0	8	0	45	0	0	0	122	Industrial and Production Engineering
0	0	2	1	2	1	18	23	106	Landscape Architecture
3	2	4	0	52	15	0	0	1216	Law
1	0	2	10	35	98	0	0	350	Librarianship and Information Studies
0	0	0	0	7	1	0	0	53	Maritime Studies
0	0	7	5	28	1	0	0	129	Materials Studies
0	0	9	9	77	27	0	0	317	Mathematics and Statistics
1	0	58	1	301	5	0	0	858	Mechanical Engineering
0	0	0	0	2	0	0	0	14	Mining Engineering
1	0	0	1	6	28	0	0	503	Modern Languages
1	0	0	0	5	13	0	0	705	Modular and Multidisciplinary courses

Table 18/continued

	Honours programmes									
	1st		2nd (i)		2nd (ii)		3rd		Unclassified degree	
	M	F	M	F	M	F	M	F	M	F
Music	4	0	25	18	25	49	3	9	0	2
Nursing	0	0	1	11	0	18	0	0	0	0
Other Technology and Engineering	23	1	81	4	108	2	34	1	15	0
Pharmacy and Pharmacology	7	11	66	72	79	79	18	7	5	2
Photography, Film and Television	9	5	64	26	71	26	21	16	5	2
Physics	7	0	31	2	35	3	18	0	3	1
Planning	3	0	38	20	89	42	20	6	3	0
Politics and Government	2	0	33	9	72	24	6	7	6	2
Psychology	2	0	22	41	61	123	12	24	3	4
Public and Social Administration	1	7	34	122	107	223	25	21	3	2
Quantity Surveying	1	0	52	1	105	3	14	1	4	1
Recreation and Sports Studies	2	5	23	34	86	61	19	22	5	2
Social Sciences	9	17	186	223	365	468	61	82	16	13
Surveying	0	0	14	0	15	0	2	0	5	0
Textile Technology	2	0	9	6	8	5	0	1	0	0
Theological and Religious Studies	3	1	18	5	17	13	2	1	0	0
Three Dimensional Design	37	36	159	122	208	179	76	83	6	7
Totals	**724**	**489**	**4510**	**4012**	**7294**	**6625**	**1865**	**1221**	**500**	**216**

	Distinction		Aegrotat		Pass		Total
	M	F	M	F	M	F	
Diploma of Higher Education	0	2	0	0	283	381	666
Cerificate in Education	56	89	1	0	775	515	1435
Certificate	2	5	0	1	52	82	142
Conversion of DipAD to BA Degree	0	0	0	0	27	24	51
Conversions of DipArt to BA Degree	0	0	0	0	5	9	14
Conversions of Associateship in Art to BS degree	0	0	0	0	0	1	1
Conversions of DipTech to BSc degree	0	0	0	0	4	0	4

Degree programmes								Total	
Aegrotat		Degree with commendation		Degree		Aegrotat			
M	F	M	F	M	F	M	F		
0	1	0	0	0	0	0	0	136	Music
0	0	6	13	5	58	0	0	112	Nursing
0	0	20	0	166	4	0	0	459	Other Technology and Engineering
0	0	4	8	27	21	0	0	406	Pharmacy and Pharmacology
0	0	0	0	0	0	0	0	43	Philosophy
0	0	1	3	14	9	0	0	272	Photography, Film and Television
1	0	14	1	86	3	0	0	205	Physics
1	0	8	2	45	8	0	0	285	Planning
0	0	0	0	3	0	0	0	164	Politics and Government
0	1	0	0	0	0	0	0	293	Psychology
1	0	4	8	37	44	0	0	639	Public and Social Administration
0	0	26	4	303	19	1	0	535	Quantity Surveying
0	0	3	5	10	9	0	0	286	Recreation and Sports Studies
0	4	2	0	19	24	1	0	1490	Social Sciences
0	0	0	0	0	0	0	0	36	Surveying
0	0	1	6	2	13	0	0	53	Textile Technology
0	0	0	0	15	3	0	0	78	Theological and Religious Studies
1	1	4	1	7	11	0	0	938	Three Dimensional Design
23	**19**	**437**	**256**	**3984**	**2312**	**4**	**5**	**34496**	**Totals**

Table 19 Awards of the Council's degrees of MA, MBA, MEd and MSc, Postgraduate Diploma, Postgraduate Certificate in Education, Diploma in Management Studies and Diploma in Professional Studies in the period January to December 1984

Master of Arts	Pass		Pass with distinction		Total
	M	F	M	F	
Accountancy	9	–	–	–	9
Architecture	11	2	–	–	13
Art and Design	3	5	–	–	8
Arts and Humanities	–	1	–	–	1
Dance	–	5	–	–	5
Drama and Theatre	7	9	–	1	17
Education	18	3	–	–	21
English	3	4	1	1	8
Environmental Studies	–	4	–	–	4
Fashion and Textile Design	6	11	2	3	22
Fine Art	38	14	–	–	52
Graphic Design	12	10	2	1	25
History of Art and Design	1	2	–	1	4
History	18	10	1	1	30
Languages	1	5	–	–	6
Librarianship	5	7	–	–	12
Linguistics	4	3	–	–	7
Management Studies	30	5	–	1	36
Politics and Government	4	–	–	–	4
Planning	19	6	–	–	25
Public and Social Administration	4	–	–	–	4
Social Sciences	17	4	–	1	22
Theological and Religious Studies	19	2	2	–	23
Three Dimensional Design	35	17	3	–	55
Totals	**249**	**128**	**9**	**9**	**395**
Master of Business Administration	**19**	**2**	**2**	**–**	**23**
Master of Education	**34**	**21**	**–**	**–**	**55**
Master of Science					
Business and Management Studies	68	8	3	–	79
Chemistry	22	10	4	–	36
Civil Engineering	6	–	–	–	6
Computing	80	11	5	3	99
Education	7	3	–	–	10
Electrical, Electronic and Control Engineering	53	1	5	–	59
Environmental Studies	2	1	–	–	3
Food, Accommodation and Related Sciences	–	2	–	–	2
Geology	17	4	–	–	21

Table 19/continued

Master of Science	Pass		Pass with distinction		Total
	M	F	M	F	
Life Sciences	47	16	3	2	68
Maritime Studies	7	—	1	—	8
Materials Studies	22	2	2	1	27
Mathematics, Statistics and Operational Research	1	1	—	—	2
Mechanical Engineering	25	—	3	—	28
Other Engineering and Technology	59	—	—	—	59
Pharmacy, Pharmacology and Biochemistry	3	—	—	—	3
Physics	18	—	3	—	21
Planning	12	3	—	—	15
Psychology	13	22	—	—	35
Sociology	9	12	1	—	22
Transport	11	2	—	—	13
Totals	**482**	**98**	**30**	**6**	**616**
Postgraduate Diploma					
Agriculture	—	—	5	—	5
Architecture	3	4	—	—	7
Biological Sciences	3	—	—	—	3
Business Studies and Management	105	112	3	8	228
Civil and Structural Engineering	5	—	1	—	6
Chemistry	3	—	1	—	4
Communication and Cultural Studies	6	14	1	1	22
Computing	32	10	3	3	48
Education	62	47	10	8	127
Electrical, Electronic and Control Engineering	10	1	—	—	11
English	3	4	—	1	8
Environmental Studies	14	3	2	—	19
Film and Television Studies	19	14	—	—	33
Fine Art	2	5	—	—	7
Geology	4	1	—	—	5
Health and Paramedical Studies	20	52	—	2	74
History of Art and Design	2	4	—	—	6
History	—	—	—	1	1
Librarianship	53	167	1	4	225
Linguistics	—	4	—	—	4
Maritime Studies	18	1	2	—	21
Materials Studies	11	—	2	—	13
Mathematics, Statistics and Operational Research	9	2	2	—	13
Mechanical Engineering	3	—	—	—	3
Modern Languages	3	7	—	1	11

Table 19/continued

Postgraduate Diploma	Pass		Pass with distinction		Total
	M	F	M	F	
Other Engineering and Technology	29	2	3	—	34
Physics	24	1	5	—	30
Planning	26	7	—	1	34
Public and Social Administration	15	26	—	—	41
Recreation and Leisure Studies	8	6	4	—	18
Social Sciences	6	1	1	—	7
Surveying	4	9	2	1	16
Three Dimensional Design	3	3	—	—	6
Totals	**504**	**507**	**48**	**31**	**1090**
Postgraduate Certificate in Education	**675**	**1050**	**12**	**31**	**1768**
Diploma in Management Studies	**1177**	**241**	**77**	**29**	**1524**
Diploma in Professional Studies in Education	**180**	**231**	**13**	**17**	**441**
Diploma in Professional Studies in Nursing	**3**	**0**	**0**	**0**	**3**
All Postgraduate Awards	**3323**	**2278**	**191**	**123**	**5915**

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